DOCUMENT RESUME

ED 237 777 CE 037 845

AUTHOR Hughes, Herschel, Jr.; And Others
TITLE Leadership and Management Education and Training (LMET) Course Requirements for Recruit Company Commanders and "A" School Instructors. Technical Report 154.
INSTITUTION Naval Training Analysis and Evaluation Group, Orlando, Fla.
PUB DATE Dec 83
NOTE 198p.; Appendix B, pages 51-104, will not reproduce well due to small print.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Competence; Competency Based Education; *Curriculum Development; Educational Improvement; Females; Leadership; *Leadership Qualities; *Leadership Styles; *Leadership Training; Males; *Military Training; Postsecondary Education; Program Improvement
IDENTIFIERS Navy

ABSTRACT

This study determined the leadership competencies exhibited by superior Navy recruit company commanders (RCCs) and "A" school instructors. Interviews and surveys were used to collect data from current RCCs and instructors at the Naval Training Center in Orlando, Florida. Seventeen leadership competencies performed by "A" school instructors were identified. Of these 17, there were 16 that are also performed by RCCs. The competencies that differentiate between superior and nonsuperior performers were determined. Data about background factors related to career leadership experiences were collected. Leadership competencies that differentiate men from women RCCs were identified. In order to determine actual leadership training requirements, data concerning competency difficulty, importance, and frequency of performance were combined with data about competencies that differentiated superior and nonsuperior performers. All four of these factors were used to develop separate training requirements for men RCCs, women RCCs, and "A" school instructors. Critical leadership training requirements for all three groups were combined and nine competencies were recommended for training emphasis. Leadership attitudes, methods of RCC/instructor self-appraisal, areas of counseling difficulty, and intrastaff communication patterns were analyzed and data presented for consideration in course design. (Author/KC)

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TECHNICAL REPORT 154

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LEADERSHIP AND MANAGEMENT EDUCATION AND TRAINING (LMET) COURSE REQUIREMENTS FOR RECRUIT COMPANY COMMANDERS AND "A" SCHOOL INSTRUCTORS

DECEMBER 1983

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Technical Report 154

LEADERSHIP AND MANAGEMENT EDUCATION AND TRAINING (LMET) COURSE REQUIREMENTS FOR RECRUIT COMPANY COMMANDERS AND "A" SCHOOL INSTRUCTORS

Herschel Hughes, Jr.
D. Robert Copeland
Larry H. Ford
Edward A. Heidt

Training Analysis and Evaluation Group

December 1983

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Alfred F. Smode

ALFRED F. SMODE, Ph.D., Director
Training Analysis and Evaluation Group

W. L. Maloy

W. L. MALOY, Ed.D.
Principal Civilian Advisor on
Education and Training

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER Technical Report 154	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) LEADERSHIP AND MANAGEMENT EDUCATION AND TRAINING (LMET) COURSE REQUIREMENTS FOR RECRUIT COMPANY COMMANDERS AND "A" SCHOOL INSTRUCTORS		5. TYPE OF REPORT & PERIOD COVERED 6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Herschel Hughes, Jr., D. Robert Copeland, Larry H. Ford, and Edward A. Heidt		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Training Analysis and Evaluation Group Department of the Navy Orlando, FL 32813		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS		12. REPORT DATE December 1983 13. NUMBER OF PAGES 163
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

Approved for public release; distribution is unlimited.

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Leadership and Management Education and Training		Integrated Training Brigade
Leadership Training	Instructional Design	"A" School Instructors
Management Training	Survey Analysis	LMET
Recruit Training	Competency Based Training	(continued on reverse)
Initial Entry Training		

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This study determined the leadership competencies exhibited by superior Navy recruit company commanders (RCCs) and "A" School instructors. Interviews and surveys were used to collect data from current RCCs and instructors at the Naval Training Center, Orlando. Seventeen leadership competencies performed by "A" School instructors were identified. Of these 17, 16 that are also performed by RCCs were identified. The competencies that differentiate between superior and nonsuperior (continued on reverse)

DD FORM 1 JAN 73 1473 EDITION OF 1 NOV 65 IS OBSOLETE

S/N 0102-LF-014-6601

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

19. Key Words (continued)

Recruits
Recruit Company Commanders

20. Abstract (continued)

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ACKNOWLEDGMENTS

This report is one of a series prepared by the Training Analysis and Evaluation Group (TAEG) addressing the optimization of the Navy's initial entry training in response to tasking by the Chief of Naval Education and Training.

The authors are indebted to Dr. Dorothy V. Mew, formerly of TAEG, for developing the survey which was used as the main data collection method of the study. Appreciation is extended to LT T. J. Hoskins, USN, formerly assigned to the Recruit Training Command (RTC), Orlando, for his effort in accomplishing a 96 percent survey completion among recruit company commanders at RTC, Orlando.

Appreciation is also expressed to the commanders and staffs of the following commands for their generous assistance and support during the development of this report:

- Naval Training Center, Orlando, Florida
- Recruit Training Command, Orlando, Florida
- Service School Command, Orlando, Florida
- Human Resource Management School, Naval Air Station, Memphis, Tennessee
- U.S. Army Training Center, Fort Jackson, South Carolina
- Marine Corps Recruit Depot, Parris Island, South Carolina
- Basic Military Training School, Lackland Air Force Base, Texas.

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SECTION I

INTRODUCTION

The Chief of Naval Operations (CNO) established as one of his objectives the improvement of professional leadership and management capabilities for all supervisory personnel in the Navy Total Force.[1] This action was based on the belief that the margin of superiority at sea for the United States Navy might well be achieved through the demonstrated leadership and management competence of Navy officers, petty officers, and civilians. The CNO directed that a plan be prepared that would ultimately provide these personnel with the proper balance of technical, operational, leadership, and management capability.

The resulting plan specifically provided for the development of Leadership and Management Education and Training (LMET) courses to be used in instructing all Navy supervisory personnel. The plan stipulated that initial LMET courses of instruction would be provided first to officers and petty officers en route to new assignments aboard fleet units. These LMET curricula would be developed under contract and taught by Navy instructors trained at the Human Resource Management School, Memphis, TN. In accordance with the OPNAV plan, the curricula to be developed for all levels of Navy managers (officer and enlisted) were to focus on those leadership competencies that discriminate between superior and average performers.

Following LMET course implementation for fleet personnel, the plan required the development of LMET courses for personnel en route to shore-based activities. Recruit company commanders (RCC) and "A" School instructors were identified as one of the first shore-based groups to receive LMET. Because of the Chief of Naval Education and Training's (CNET) continuing efforts to optimize recruit and technical training, there was added interest in the development of an effective RCC and "A" School instructor LMET course.

The CNET directed the Training Analysis and Evaluation Group (TAEG) to identify independently the competencies required for high quality leadership and management by RCCs and by Navy instructors assigned to "A" schools.[2] The Navy Training Plan for the contractor developed RCC and "A" School instructor LMET course was promulgated in August 1980. The initiation of the present study began in October 1980. To avoid duplication of data collection efforts by the contractor and TAEG, this study was modified by the CNET Special Assistant for Human Resources Management (Code 014) to include coordination with the contractor as follows:[3]

. The contractor would collect data at the Naval Training Centers

[1]Chief of Naval Operations, CNO Objective Number: CNO-12, Objective Title: Leadership and Management in the Navy, 16 January 1978, Washington, DC.

[2]CNET ltr Code N-53 of 30 August 1979.

[3]Meeting between CNET (Code 014) and TAEG representatives on 20-22 January 1981 at NAS Pensacola.

(Recruit Training Commands (RTC) and Service School Commands (SERVSCOLCOM)) at San Diego and Great Lakes. The TAEG data collection would be limited to the Naval Training Center (RTC and SERVSCOLCOM), Orlando. The TAEG would also conduct interviews up the chain-of-command (Chief of Naval Technical Training, CNET, and Office of the Chief of Naval Operations) and obtain information concerning leadership training from those involved in similar functions in other services.

- The TAEG would use the competencies identified by the contractor for other Navy LMET courses as a basis for determining the unique competencies exhibited by superior RCCs and "A" School instructors. This limitation was made to facilitate integration of TAEG findings with contractor findings.

- Critical incident interview techniques, as used by the contractor, were specifically prohibited in order to explore other methods of determining leadership course requirements similar to established Navy course development methodology.

PURPOSE

The purpose of this study was to determine the leadership competencies exhibited by superior RCCs and "A" School instructors. At the same time, methods other than the critical incident interview technique were to be explored for use in the identification of leadership competencies. These competencies and associated behavioral indicators were developed for integration with comparable competencies/indicators identified by the Navy contractor for use in RCC and "A" School instructor LMET course design.

BACKGROUND

Currently, the Navy conducts a 7.7-week recruit training program at RTC, San Diego, Great Lakes, and Orlando. The RTC, Orlando, is the only activity that trains women recruits and is the only RTC that uses both men and women as RCCs. Following recruit training, new sailors follow one of two training pipelines en route to fleet or shore assignments. Approximately one-third remain at an RTC and complete 4 weeks of apprentice training in either Airman, Fireman, or Seaman skill areas. The remaining two-thirds go to basic technical training courses ("A" schools) for specific ratings. These courses are of various lengths and are located at a variety of Naval Education and Training Command (NAVEDTRACOM) facilities.

The Navy RCCs and "A" School instructors are assigned key roles in the initial entry training (IET) program for newly enlisted men and women. The IET process (recruit, apprentice, basic technical training) is responsible for transforming recruits into effective sailors. The RCC/"A" School instructor must serve as the Navy model, an instructor, a counselor, a leader and a disciplinarian. Regardless of organizational procedures, it is the RCC and instructor who set the tone of the training environment.

To accomplish this, RCCs and instructors must support command policy, exert dynamic leadership through personal example, and function as the direct link between the Navy and the recruit. The RCC and instructor must adhere to a variety of rules and regulations that are necessary for the administration of training required in developing a civilian into an effective member of the United States Navy. The RCC's and instructor's approach, bearing, and personality--his/her leadership style--must command the respect and obedience necessary to obtain the desired results without resorting to physical maltreatment and/or verbal abuse. There is little room for leadership error; therefore, these chief petty officers and petty officers must quickly adjust their fleet leadership experience to the unique demands of recruit and follow-on skill training.

ORGANIZATION OF THE REPORT

In addition to this introduction, the report contains 3 sections and 16 appendices. Section II describes the methodology used to identify the competencies for RCCs and "A" School instructors assigned to the Naval Training Center, Orlando. Section III presents the results of the data analysis and provides a discussion of the findings. Conclusions and recommendations are presented in section IV.

The appendices elaborate the method used and provide additional information. Appendix A lists the leadership competencies used as the basis of interviews with RCCs and "A" School instructors during preliminary interviews. The two survey instruments used at RTC and SERVSCOLCOM, Orlando, are contained in appendices B and C, respectively. Survey competency scale construction procedures comprise appendix D. Appendix E contains the missions of recruit, basic technical training and Integrated Training Brigades (ITB). The duties and functions of recruit and ITB company commanders (CC) are presented in appendix F. Appendix G lists the Navy officers and senior petty officers interviewed, while the other service officers and staff noncommissioned officers (NCO) interviewed are identified in appendix H. Appendix I contains a review of selected military leadership training courses including summaries of the Leading Petty Officer (LPO) and Leading Chief Petty Officer (LCPO) LMET courses. Appendices J and K contain extensive demographic information about RCCs and "A" School instructors, respectively. Results of statistical analyses of the reliability of survey competency scales are presented in appendix L. Appendix M contains definitions and behavioral indicators for each leadership competency identified in this study. Appendix N presents the regression analyses of performance level and gender on competencies for RCCs and "A" School instructors. The responses to attitudinal/behavioral statements by RCCs and "A" School instructors are contained in appendix O. Appendix P is the RCC and "A" School instructor communication patterns analysis.

SECTION II

METHOD

This section describes the method used to identify RCC and "A" School instructor leadership competencies and behavioral indicators and to determine recommendations for RCC and "A" School instructor LMET training.

An analytic method comprised of field visits, structured interviews, and survey administration was used. Utilizing this approach, four tasks were accomplished. These were the:

- acquisition and review of background information
- identification of RCC and "A" School instructor leadership competencies
- selection of competencies for training emphasis
- identification of supplemental information for consideration in course design.

Subsequent subsections describe each group of tasks.

ACQUISITION AND REVIEW OF BACKGROUND INFORMATION

Various sources were tapped to acquire background information for review. Documents surveyed included pertinent instructions, notices, and manuals. Where appropriate, interviews with key personnel were conducted to provide additional information. Relevant military leadership training courses were also reviewed.

REVIEW OF SELECTED DOCUMENTS. Recruit, technical training, and Integrated Training Brigade (ITB) mission statements were collected and reviewed. Documents describing the duties and functions of recruit and technical training staff personnel and ITB CCs were also collected and studied. As previously stated, the major portion of the RTC mission is accomplished through the leadership and instruction provided by RCCs. However, a certain duality exists in the leadership of "A" School students. Significant responsibility for student motivation and attitude about the Navy as well as out-of-the-classroom military behavior rests with the ITB CC.[4] The basic function, duties, responsibilities, and authority of ITB CCs are assumed to represent the most accurate current description of the general military leadership job of those responsible for "A" School students.

[4]At the time of initial data collection, SERVSCOLCOM, Orlando did not have an organized ITB or ITB CCs. The equivalent to an ITB CC was termed a Deck Level Petty Officer, who had military responsibility for students assigned to a particular area of the barracks. At SERVSCOLCOM, Orlando, instructor personnel could be cross-trained and function in both roles at various times in a single tour. Subsequently, an ITB was formed at SERVSCOLCOM, Orlando.

NAVY CHAIN-OF-COMMAND AND OTHER SERVICE IET PERSONNEL INTERVIEWS. Interviews concerning RCC and "A" School instructor leadership behavior and training needs were conducted with officers and petty officers/NCOs involved with Navy and other service IET staff training. Navy personnel were interviewed to (1) establish the level of need for RCC and "A" School instructor leadership training and (2) identify the general leadership behaviors, values, and attitudes they would reinforce and encourage among RCCs and instructors following formal LMET training. Other service personnel were interviewed concerning their IET staff leadership training and the nature of their IET programs. Observations of other service IET staff training methods and IET facilities were conducted in conjunction with those discussions. The data collected from all the interviews were reviewed and common or frequently related concerns/recommendations were summarized.

MILITARY LEADERSHIP COURSE REVIEW. Relevant leadership courses/lesson topics used by the military services for IET unit leaders or mid-to-senior level petty officers/NCOs were identified and reviewed.

IDENTIFICATION OF RCC AND "A" SCHOOL INSTRUCTOR LEADERSHIP COMPETENCIES

Interviews and surveys were used to collect data about the leadership competencies RCCs and "A" School instructors perform. The method is described below.

RCC AND "A" SCHOOL INSTRUCTOR INTERVIEWS. Recruit company commanders and "A" School instructors (n=46) were interviewed individually about their experiences in leading recruits and "A" School students. These interviews addressed occurrences of job behaviors associated with 25 leadership competencies selected from current LMET courses and/or identified during LMET course development. Each RCC/instructor in the interview sample was requested to prioritize, using a card sort technique, those competencies for leadership training. They were then asked to give examples of the most important behaviors that were related to the competencies selected. The rank order for each competency was summed for RCCs and "A" School instructors separately in order to determine the competencies preferred for training by each group. The 25 competencies used as the basis of the interviews are presented in appendix A.

RCC AND "A" SCHOOL INSTRUCTOR SURVEY. Leadership tasks and associated attitudes considered representative of, or related to, the 25 competencies were derived from interview data. These tasks and attitudes, along with supplemental questions about other aspects of IET leadership experiences, were used as the basis for constructing a survey instrument for administration to as many RCCs at RTC, Orlando and "A" School instructors at SERVSCOLCOM, Orlando, as practicable. Extensive demographic information was also requested from each survey respondent in order to relate various key background variables to leadership performance and/or training requirements. Both RCCs and "A" School instructors were administered essentially the same survey with language altered slightly for the command involved. The two survey instruments used at RTC and SERVSCOLCOM, Orlando, are contained in appendices B and C, respectively.

Since RTC, Orlando, is the single site for women recruit training, an opportunity existed to analyze the LMET training requirements for women. Consequently, the survey data were analyzed separately for men RCCs, women RCCs, and "A" School instructors.

Various analyses were used to interpret the survey data:

- Competency scales, based on factor and reliability analyses (see appendix D), were developed to assess:
  - frequency of competency performance
  - importance of the competency to the success of an RCC/"A" School instructor
  - difficulty of initial competency performance.
- Multiple regression analysis was applied to determine differences in competency performance between:
  - superior and nonsuperior performers
  - men and women RCCs.

The multiple regression analysis required the use of performance measures to separate superior from nonsuperior performers. These measures consisted of staff ratings of RCCs and instructors supplemented at each site by one other measure. At RTC, staff ratings were supplemented by peer ratings. At SERVSCOLCOM, official evaluations completed during the current instructor tour were used to augment staff ratings. Staff ratings were based on performance assessments from key staff officers and senior petty officers (e.g., commanding officers, executive officers, department heads, division officers, course directors, leading chief petty officers). For RCCs, superior performers were selected from among all current RCCs. For "A" School instructors, superior performers were selected by school.

RTC performance data were combined so that an extremely high score by either staff or peers could compensate for a low score on the other measure. For "A" School performance, only those instructors rated by the staff as superior and possessing high official marks were considered superior performers. Nonsuperior performers were further divided into average and below average groups.

SELECTION OF COMPETENCIES FOR TRAINING EMPHASIS

Estimates of competency frequency, importance, initial performance difficulty, and ability to predict superior overall leadership performance were combined to determine the competencies recommended for training. The more important and more difficult competencies were categorized for high training emphasis. Less important and less difficult competencies were chosen for reduced training emphasis. Competencies for which relative importance and difficulty were moderate or one aspect was offset by the other were classified for moderate training emphasis. Within each broad

category of emphasis, higher priority was assigned to those competencies that differentiated superior from nonsuperior performers.

Leadership training requirements were determined separately for men RCCs, women RCCs, and "A" School instructors. Recommended competencies and behavioral indicators were identified that would meet the leadership training requirements of all three groups.

IDENTIFICATION OF SUPPLEMENTAL INFORMATION FOR CONSIDERATION IN COURSE DESIGN

Additional survey data were analyzed to provide supplemental information for consideration in subsequent course design. These data included:

- leadership related attitudes associated with
  - .. superior performance
  - .. Leading Petty Officer (LPO)/Leading Chief Petty Officer (LCPO) LMET course completion
  - .. gender (RCCs only).
- information about RCC and "A" School instructor
  - .. methods for judging their own success
  - .. typical counseling experiences.
- information about RCC and "A" School instructor communications with different groups of staff personnel.

SECTION III

RESULTS

This section presents the findings of the study arranged in terms of the four tasks described in section II. Thus, successive subsections provide (1) a summary of background information obtained, (2) an analysis of RCC and "A" School instructor leadership competencies, (3) the results of prioritizing the competencies for training, and (4) supplemental information for consideration in course development.

SUMMARY OF BACKGROUND INFORMATION (TASK 1)

The results of an examination of mission related documents, interviews with key Navy and other service IET personnel, and a review of relevant military leadership courses are summarized below.

RCC AND "A" SCHOOL INSTRUCTOR FUNCTIONS AND DUTIES. Recruit company commanders (two per company) typically lead 80 recruits through approximately 8 weeks of training. Typical RCCs will lead about nine companies during a tour at an RTC with periods of rotation through other staff positions in the interim between some companies. Integrated Training Brigade CCs are assigned to leadership roles for a complete tour and with one assistant typically lead 150 students continuously, picking up new students/classes as senior students/classes graduate. "A" School instructors typically instruct classes of various sizes on a continuous basis according to course convening dates.

The leadership functions and duties of both RCCs and "A" School instructors/ITB CCs can be summarized as follows:

- organizing and managing the training unit and ensuring satisfactory completion of training schedules
- teaching new sailors:
  - .. the range of acceptable individual behavior available to them as members of the Navy
  - .. productive adult work habits
  - .. basic Navy and/or rating knowledge and skills
- ensuring that minimum levels of physical fitness are met by each new sailor.

Appendix E contains the basic mission statements for recruit training, basic technical training, and ITBs. The specific duties and functions of recruit and ITB CCs are contained in appendix F.

NAVY AND OTHER SERVICE IET PERSONNEL LEADERSHIP TRAINING RECOMMENDATIONS. The officers and senior petty officers concerned with Navy recruit training and basic technical training endorsed RCC and "A" School instructor

leadership training. A summary of the interview data reveals that there is generalized support for RCC and "A" School instructor leadership training that emphasizes the instruction of leaders in the following:

- using strong, positive authoritarian behavior without excess or abuse
- making tough, more physically and psychologically rigorous demands on sailors during their initial entry training period
- maintaining accountability for subordinates' behavior with liberal use of rewards and sensitivity to the necessary role occasional failure plays in subordinate development
- engaging in full time, 24-hour, "whole person" oriented involvement with subordinates, and demonstrating the uniqueness of a Navy leader and the Navy life
- investing energy in the inculcation of military attitudes equal to that put into teaching technical skills
- balancing professional demands with personal/family needs through the effective use of time and intentional participation in stress reducing activities
- the integration of concepts developed in other Navy leadership courses.

Appendix G lists the Navy officers and senior petty officers interviewed, while appendix H lists the other service officers and NCOs interviewed.

MILITARY LEADERSHIP COURSE REVIEW. Seven military leadership courses from the Navy and other services were identified. Three courses were reviewed in depth because of their systematic design and their focus on RCCs or mid-to-senior level petty officers. This review is presented in appendix I. Three findings are summarized below:

1. There may be some utility in the use of the LPO/LCPO LMET leadership competencies as a rough benchmark for further RCC and "A" School instructor LMET course development. The proportion of average or superior E-5 RCCs is higher among LPO LMET course graduates than nongraduates.

2. Utilizing short vignettes on videotape of typical leadership dilemmas is a common leadership training technique for instructing IET unit leaders in other services.

3. Leadership training for IET unit leaders in other services is integrated with other job preparatory training.

ANALYSIS OF RCC AND "A" SCHOOL INSTRUCTOR LEADERSHIP COMPETENCIES

Recruit company commander and "A" School instructor interview and survey data concerning the identification of RCC and "A" School instructor leadership competencies are presented below.

RCC AND "A" SCHOOL INSTRUCTOR INTERVIEWS. Thirty RCCs at RTC, Orlando, and 16 "A" School instructors at SERVSCOLCOM, Orlando, were interviewed. Four of the 25 leadership and management competencies discussed with RCCs and "A" School instructors were assigned high priority for training by both groups. These are listed in table 1 with associated behavioral indicators.

TABLE 1. LEADERSHIP COMPETENCIES AND ASSOCIATED BEHAVIORAL INDICATORS SELECTED FOR HIGH TRAINING PRIORITY BY BOTH RCCs AND "A" SCHOOL INSTRUCTORS

Competency	Behavioral Indicators
Conceptualizing	a. Thinking critically b. Searching for and identifying the relevant facts c. Organizing facts and drawing conclusions
Planning and Organizing	a. Identifying action steps, resources, or obstacles involved in reaching an objective b. Preparing a schedule c. Setting priorities
Setting Goals and Performance Standards	a. Establishing specific work goals b. Setting standards of task performance c. Revising goals to make them realistic d. Setting deadlines for task accomplishment
Building Teams	a. Promoting teamwork and cooperation within a work group or with other work groups

RCC AND "A" SCHOOL INSTRUCTOR SURVEY. An instrument called the "Recruit Company Commander and 'A' School Instructor Leadership Course Development Survey" was administered to 294 of the 304 assigned RCCs at RTC, Orlando, and to 89 of approximately 200 "A" School instructors at SERVSCOLCOM, Orlando, between March and May 1981. Two hundred and eighty-one RTC and 89 SERVSCOLCOM surveys were usable. The RTC survey sample, comprised of 92 percent of the total population, is considered a valid representation of RTC, Orlando, RCCs relative to recruit leadership experience. The SERVSCOLCOM survey sample, representing approximately 45 percent of the

total "A" School instructor population at SERVSCOLCOM, Orlando, was also considered a representative sample on the basis of the broad scope of "A" School student leadership experience indicated. While 32 percent of survey respondents had served as instructors for less than 6 months this was considered useful for examination of the leadership training requirements of less experienced instructor personnel (i.e., petty officer en route to instructor's assignment). One hundred and seventy-two RTC respondents were men and 106 women; three did not report gender. Eighty-four of the SERVSCOLCOM sample were men and five were women. Each sample was administered the same survey with language altered slightly for the command involved.

The results of the survey analysis include (1) leadership experience factors of men and women RCCs and "A" School instructors, (2) measurement and identification of pertinent leadership competencies, (3) data concerning the frequency, importance and initial performance difficulty of each, (4) designation of survey respondents by performance level, and (5) multiple regression analyses for competencies which differentiate men and women RCCs as well as superior and nonsuperior RCCs and instructors.

Leadership Experience Factors. Leadership experience factors were analyzed separately for men RCCs, women RCCs, and "A" School instructors. The men RCCs tended to be in the E-6 to E-8 range, "A" School instructors, E-5 to E-7, and women RCCs, E-5 to E-6. Men RCCs tend to be from engineering, deck or aviation ratings and women RCCs from administrative ratings. Women RCCs and "A" School instructors as groups, are younger than men RCCs with a large proportion in their second enlistment (5 to 8 years). Only one percent of men RCCs reported less than 3 years sea duty with a considerable spread of sea duty experience beyond that level. Seventy-eight percent of women RCCs had no sea duty experience. Half of the men RCCs reported some duty in a combat zone, but only one woman RCC reported this kind of experience. Eighty-nine percent of "A" School instructors had three or more years of sea duty, and 23 percent reported previous combat experience. Men RCCs reported a wide range in numbers of individuals supervised in previous billets, as did "A" School instructors. Fifty-nine percent of men RCCs reported having supervised 21 or more subordinates; however, a high proportion (62 percent) of women RCCs reported limited supervisory experience involving six or less subordinates.

Approximately 20 percent of the petty officers and chief petty officers in all three groups reported completion of either the LPO or LCPO LMET course. At the time of survey, 1 in 10 RCCs, men and women, exceeded the current required weight standard, and 1 in 7 "A" School instructors also exceeded the current required weight limit. As groups, the leadership experience levels of men RCCs, women RCCs, and "A" School instructors were different. The men RCCs had the most previous leadership experience, followed by "A" School instructors. Women RCCs had the least experience. Specific demographic data for RCCs and "A" School instructors are contained in appendices J and K, respectively.

Competency Measurement and Identification. Sixteen RCC and 17 "A" School instructor competency scales were constructed on the basis of competency frequency. The 17 "A" School instructor scales included all 16 of the RCC scales. The reliabilities of competency scales are shown in appendix L.

Definitions of the 17 competencies are given in table 2. A complete description of the competencies including definitions and behavioral indicators are contained in appendix M.

Competency Frequency, Importance and Difficulty. Three measures (i.e., frequency, importance, and initial performance difficulty scores) were obtained for 17 competencies. They were calculated by taking the mean frequency, importance and difficulty responses for all respondents on all scale items and assigning that mean value as the frequency/importance/difficulty score for that competency. Scores were calculated separately for men RCCs, women RCCs, and "A" School instructors. Table 3 contains mean frequency, importance, and initial performance difficulty scores and relative ranking for each identified competency.

Designation of Performance Level. Two ratings, staff and peer, were used to determine RCC performance levels. Superior performers were determined by identifying RCCs with either high ratings on both measures or a very high rating on one measure. Below average RCCs were determined by identifying those with low ratings on both measures. Forty-three of 281 RCCs were identified as superior performers. This equated to 15.7 percent of the men RCCs and 14.2 percent of the women RCCs. Fifty-two of the RCCs were identified as below average performers. This equated to 16.3 percent of the men and 22.6 percent of the women.

Similarly, two ratings were used to determine "A" School instructor performance level. Staff ratings were compared to official performance evaluation reports where possible. Superior performers were determined by identifying "A" School instructors with high ratings on both measures. Below average performers were determined by identifying "A" School instructors with low ratings on both measures. Twelve "A" School instructors were identified as superior performers and four as below average performers. This is 13.5 percent and 4.5 percent, respectively.

All RCCs and "A" School instructors not assigned performance ratings of superior or below average were classified average performers. Table 4 presents a summary of performance ratings for both the RTC and the SERVSCOLCOM samples.

TABLE 2. COMPETENCY DEFINITIONS

Competency	Definition
Taking Initiative	Acting on one's own responsibility, self-starting, anticipating situations rather than reacting to them, initiating new action or plans without being told to do so, accomplishing tasks resourcefully and persistently.
Planning and Organizing	Identifying action steps, resources, or obstacles involved in reaching an objective, preparing schedules, setting priorities, getting a unit organized, managing time.
Optimizing Use of Resources	Matching subordinates and jobs to get the best performance, using the human resources available, determining the optimum relationship between training requirements and unit morale, avoiding unit burnout.
Delegating Authority	Assigning responsibility for task accomplishment, and commensurate authority, to subordinates; using the chain-of-command to require subordinates to share in task management; encouraging subordinates to seek responsibility without waiting for direct orders.
Monitoring Results	Checking unit progress by seeking information regarding progress or by direct observation, checking on results of own and subordinates' actions, evaluating individual and unit performance against a standard of performance.
Maintain Control of Unit	Eliciting desired unit behavior through use of authority to reward and discipline and otherwise maintain accountability for subordinate performance.
Influencing	Persuading and convincing others up, across, and down the chain-of-command concerning matters required to accomplish company/class goals, using military bearing, position, and rank as a role model to subordinates, peers, and seniors.
Developing Subordinates	Coaching subordinates toward improved performance, helping subordinates to be more responsible in getting the job done at a quality standard.

TABLE 2. COMPETENCY DEFINITIONS (continued)

Competency	Definition
Team Building	Promoting team work and cooperation within your own company/class or with other units.
Projecting Realistic Expectations	Maintaining an awareness that some instructions will not be followed or carried out effectively; expressing displeasure, disappointment, and concern about shortcomings of an individual or group.
Understanding	Accepting the feelings of another person, responding to persons appropriately in order to get the job done, figuring out other people's difficulties with rational explanation.
Conceptualizing	Thinking critically, thinking clearly, searching for and identifying relevant facts, organizing facts, and drawing conclusions.
Advising and Counseling	Advising: Giving specific information/guidance to others about opportunities, alternatives, or recommended courses of action that will help solve their problem; understanding legal limits of responsibility for consequences of advice. Counseling: Helping subordinates explore, better understand, and possibly find solutions for a problem; keeping one's own preferences secondary while a subordinate takes care of his/her problem.
Helping	Making time available to talk to subordinates, "fighting" for your people, assessing the nature of subordinates' problems and making appropriate disposition.
Resolving Conflicts	Helping subordinates, as well as peers, resolve disputes/conflicts/behavior problems to a successful resolution so that both parties are relatively satisfied.
Compelling	Using the authority inherent in military rank to point out negative consequences of nonperformance or substandard performance in order to feel assured about subordinate performance/obedience.
Projecting Positive Expectations	Showing subordinates that you are convinced they are fully capable of doing good work when given a chance, expressing positive feelings about other people's work, treating subordinates so that they believe you need them and that they are a valuable resource.

TABLE 3. MEAN MEN AND WOMEN RCC AND "A" SCHOOL INSTRUCTOR COMPETENCY FREQUENCY, IMPORTANCE, AND DIFFICULTY SCORES AND RELATIVE RANKS

Competency	MEANS (RANKS)								
	Frequency			Importance			Difficulty		
	RCC Men	RCC Women	Instructor	RCC Men	RCC Women	Instructor	RCC Men	RCC Women	Instructor
Taking Initiative	2.8 (15)	2.9 (15)	2.7 (15.5)	3.7 (15)	3.5 (15)	3.7 (13)	1.4 (2)	1.5 (2)	1.2 (2.5)
Planning and Organizing	3.6 (9.5)	3.9 (6)	3.0 (11)	4.0 (11.5)	4.2 (8)	3.6 (14)	1.2 (4.5)	1.2 (6)	.9 (11.5)
Optimizing Use of Resources	3.6 (9.5)	3.9 (6)	3.0 (11)	4.2 (8)	4.4 (3)	3.9 (10.5)	1.0 (10.5)	1.1 (9)	.9 (11.5)
Delegating Authority	3.0 (14)	3.2 (13.5)	2.2 (17)	3.5 (15)	3.6 (14)	3.2 (17)	1.3 (3)	1.3 (3.5)	1.1 (4.5)
Monitoring Results	4.2 (2)	4.1 (4)	3.5 (3.5)	4.4 (3.5)	4.3 (6)	4.0 (6.5)	1.1 (7.5)	1.0 (12)	.8 (14)
Maintaining Control of Assigned Unit	3.9 (6.5)	3.9 (6)	3.3 (8)	4.3 (6.5)	4.3 (6)	4.1 (4)	.9 (12.5)	1.0 (12)	.8 (14)
Influencing	4.5 (1)	4.4 (1.5)	4.1 (1)	4.6 (1)	4.6 (1)	4.4 (1)	.6 (16)	.7 (16)	.6 (17)
Developing Subordinates	4.0 (4.5)	4.4 (1.5)	3.7 (2)	4.4 (3.5)	4.4 (3)	4.2 (3)	.8 (14.5)	.8 (15)	.7 (16)
Team Building	4.0 (4.5)	3.8 (8.5)	2.7 (15.5)	4.1 (9.5)	4.0 (11.5)	3.4 (15)	.9 (12.5)	1.0 (12)	1.0 (8)
Projecting Realistic Expectations	2.3 (16)	2.2 (16)	2.8 (13.5)	2.7 (16)	2.6 (16)	3.3 (16)	1.7 (1)	1.8 (1)	1.3 (1)
Understanding	3.4 (11.5)	3.4 (11.5)	3.1 (9)	3.9 (13)	4.0 (11.5)	3.9 (10.5)	1.1 (7.5)	1.1 (9)	1.1 (4.5)
Conceptualizing	3.[illegible]6.5)	3.7 (16)	3.4 (6)	4.3 (6.5)	4.1 (9.5)	4.0 (6.5)	1.1 (7.5)	1.2 (6)	1.0 (8)
Advising and Counseling	3.3 (13)	3.2 (13.5)	3.0 (11)	4.0 (11.5)	3.8 (13)	3.9 (10.5)	1.1 (7.5)	1.3 (3.5)	1.0 (8)
Helping	3.8 (8)	3.8 (8.5)	3.5 (3.5)	4.4 (3.5)	4.3 (6)	4.3 (2)	1.2 (4.5)	1.1 (9)	1.2 (2.5)
Resolving Conflicts	3.4 (11.5)	3.4 (11.5)	2.8 (13.5)	4.1 (9.5)	4.1 (9.5)	3.9 (10.5)	1.0 (10.5)	1.2 (6)	1.0 (8)
Compelling	4.1 (3)	4.2 (3)	3.4 (6)	4.4 (3.5)	4.4 (3)	4.0 (6.5)	.8 (14.5)	.9 (14)	1.0 (8)
Projecting Positive Expectations	-	-	3.4 (6)	-	-	4.0 (6.5)	-	-	.8 (14)

TABLE 4. OVERALL PERFORMANCE RATINGS OF RTC AND SERVSCOLCOM RESPONDENTS

Level of Performance	Number (Percent) of Respondents*		
	Men RCC/(%)	Women RCC/(%)	Instructor/(%)
Superior	27 (15.7)	15 (14.2)	12 (13.5)
Average	117 (68.0)	67 (63.2)	73 (82.0)
Below Average	28 (16.3)	24 (22.6)	4 (4.5)

*n=278 (gender not indicated by three respondents)

Regression Analyses of Performance and Gender on Competency Scales. Multiple regression analyses indicated the extent to which frequency of behavior of each competency distinguished between superior and nonsuperior (i.e., average and below average) performers, and the extent to which frequency of competency behavior distinguished between men and women RCCs. The statistical calculations required for the regression analyses are contained in appendix N. The results are summarized below.

Competencies and Performance. The analyses indicate three competencies that distinguish between superior and nonsuperior RCC performance. These competencies are:

- monitoring results
- delegating authority
- taking initiative.

Both monitoring results and taking initiative are positively related to performance. Superior performers tend to engage in these behaviors more frequently than nonsuperior performers. Delegating authority is negatively related to performance, indicating that superior performers engage in these behaviors less frequently than nonsuperior performers.

The analysis for "A" School instructors yielded one competency that distinguished between superior and nonsuperior performers:

- planning and organizing.

Superior performers tend to engage more in these behaviors.

Competencies and Gender. When the regression analyses are performed separately for men and women RCCs, different sets of competencies are shown to discriminate between superior and nonsuperior performers. Analysis of performance on competencies for men indicates four competencies that distinguish superior from nonsuperior men.

- taking initiative
- conceptualizing
- delegating authority
- understanding.

Taking initiative and conceptualizing are both positively related to performance; superior men RCCs perform these behaviors more frequently than nonsuperior men RCCs. Delegating authority and understanding are both negatively related to performance; superior men RCCs perform these behaviors less frequently than nonsuperior men RCCs. For women, only one competency, monitoring results, distinguished between superior and nonsuperior RCCs. Superior women RCCs tend to monitor results more frequently than nonsuperior women RCCs.

The next set of analyses addresses how competency behavior differentiates men and women RCCs and superior men and women RCCs, in particular. When superior and nonsuperior performers are combined, five competencies distinguish between men and women. Women are more frequently involved in planning and organizing, developing subordinates, and delegating authority. Men are more frequently involved in team building and conceptualizing. When the 43 superior performers are examined separately, there are three competencies that distinguish between men and women. Superior women engage in more planning and organizing and in more developing of subordinates than do superior men. Superior men engage in more conceptualizing than do superior women. Thus, there is also evidence that there are differences in superior men and superior women leaders not in how well they lead but in the frequency with which they use the various competencies. Table 5 summarizes these data.

SELECTION OF COMPETENCIES FOR TRAINING EMPHASIS

Figure 1 graphically represents the relationship between competency importance and initial performance difficulty for men RCCs. Figure 2 presents the same relationships for women RCCs. Figure 3 shows the corresponding data for "A" School instructors. In all three figures the area indicating high training emphasis is separated from the area of reduced training emphasis by a corridor representing the area of moderate training emphasis. This corridor is centered on the line representing an inverse relationship between relative importance and relative difficulty. The width of the corridor extends arbitrarily one and one-half ranks either side of that line.

Table 6 contains a list of all competencies, grouped/prioritized for training by type of leader.

TABLE 5. SUMMARY OF RCC PERFORMANCE, GENDER, AND COMPETENCY REGRESSION ANALYSES

Competencies	COMPARISON GROUPS				
	Performance Group Comparisons*			Gender Comparisons**	
	Superior and Nonsuperior Performers (All Survey Respondents)	Superior and Nonsuperior Men	Superior and Nonsuperior Women	Men and Women	Superior Men Superior Women
Monitoring Results	S		S		
Delegating Authority	N	N		F	
Taking Initiative	S	S			
Conceptualizing		S		M	M
Understanding		N			
Planning and Organizing				F	F
Developing Subordinates				F	F
Team Building				M	

* S indicates superior RCCs perform this competency more often, and N indicates nonsuperior RCCs perform the competency more.

** F indicates women RCCs perform this competency more often, and M indicates men RCCs perform the competency more.

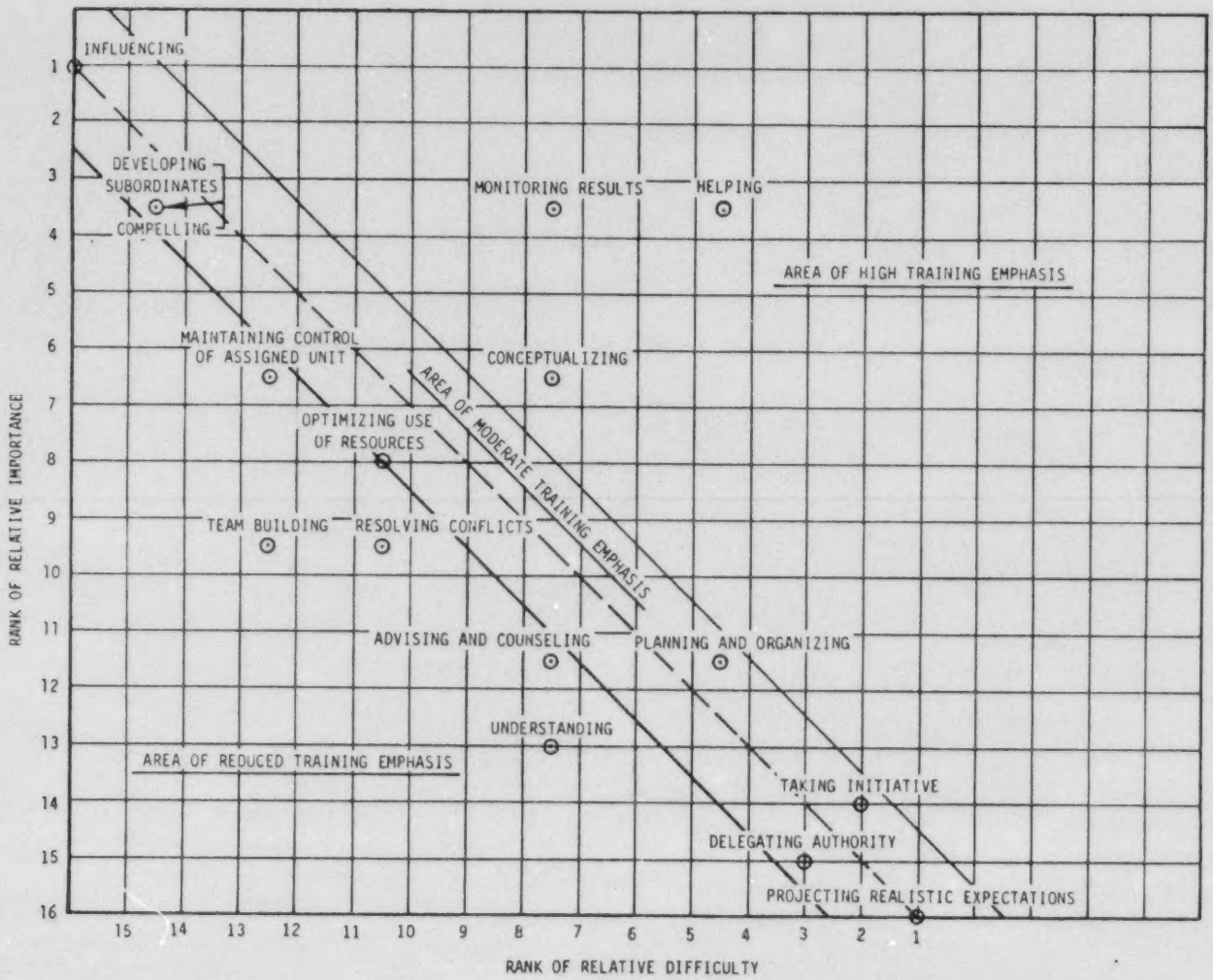

Figure 1. Rank of Relative Importance Versus Rank of Relative Difficulty for Men RCCs.

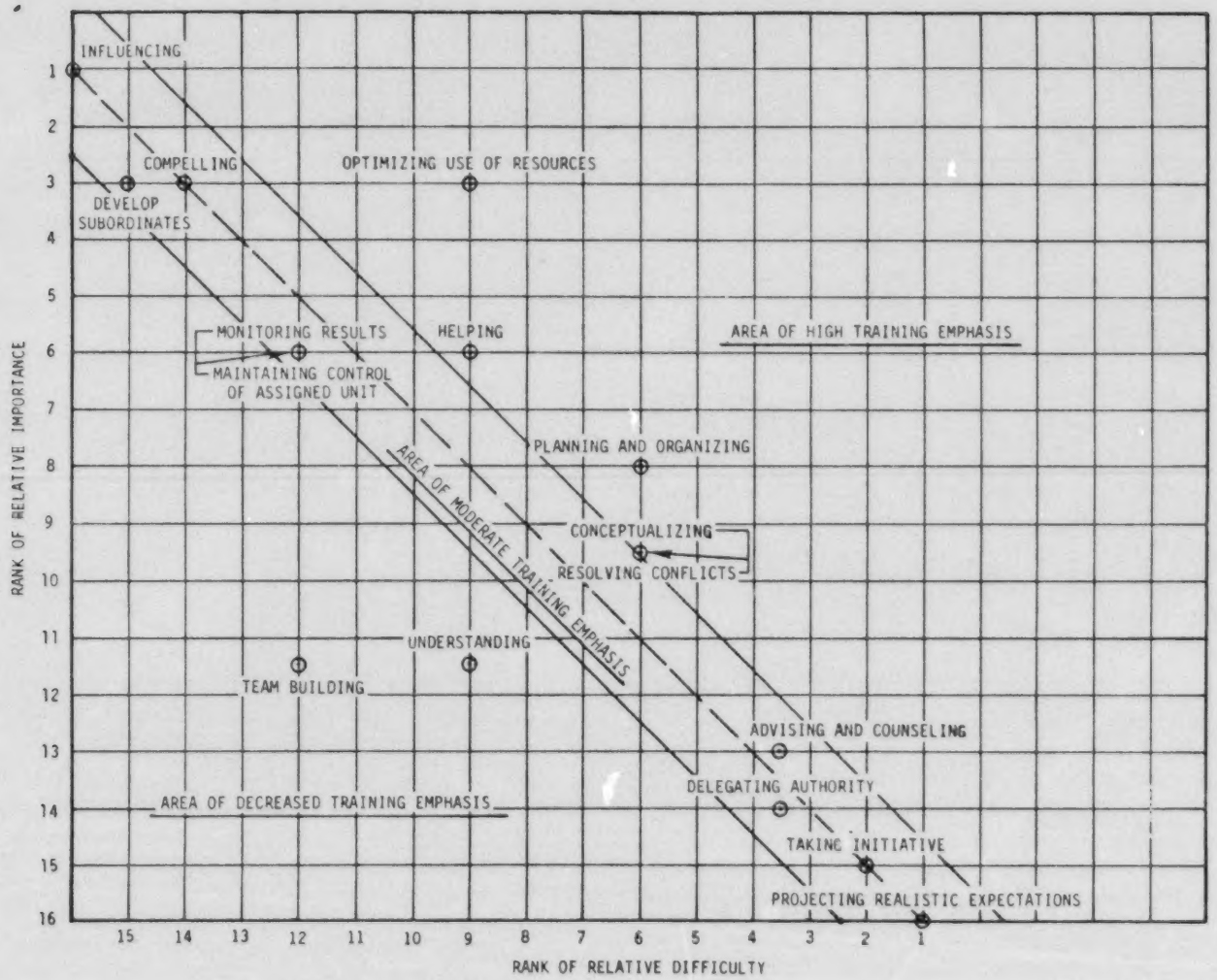

Figure 2. Rank of Relative Importance Versus Rank of Relative Difficulty for Women RCCs.

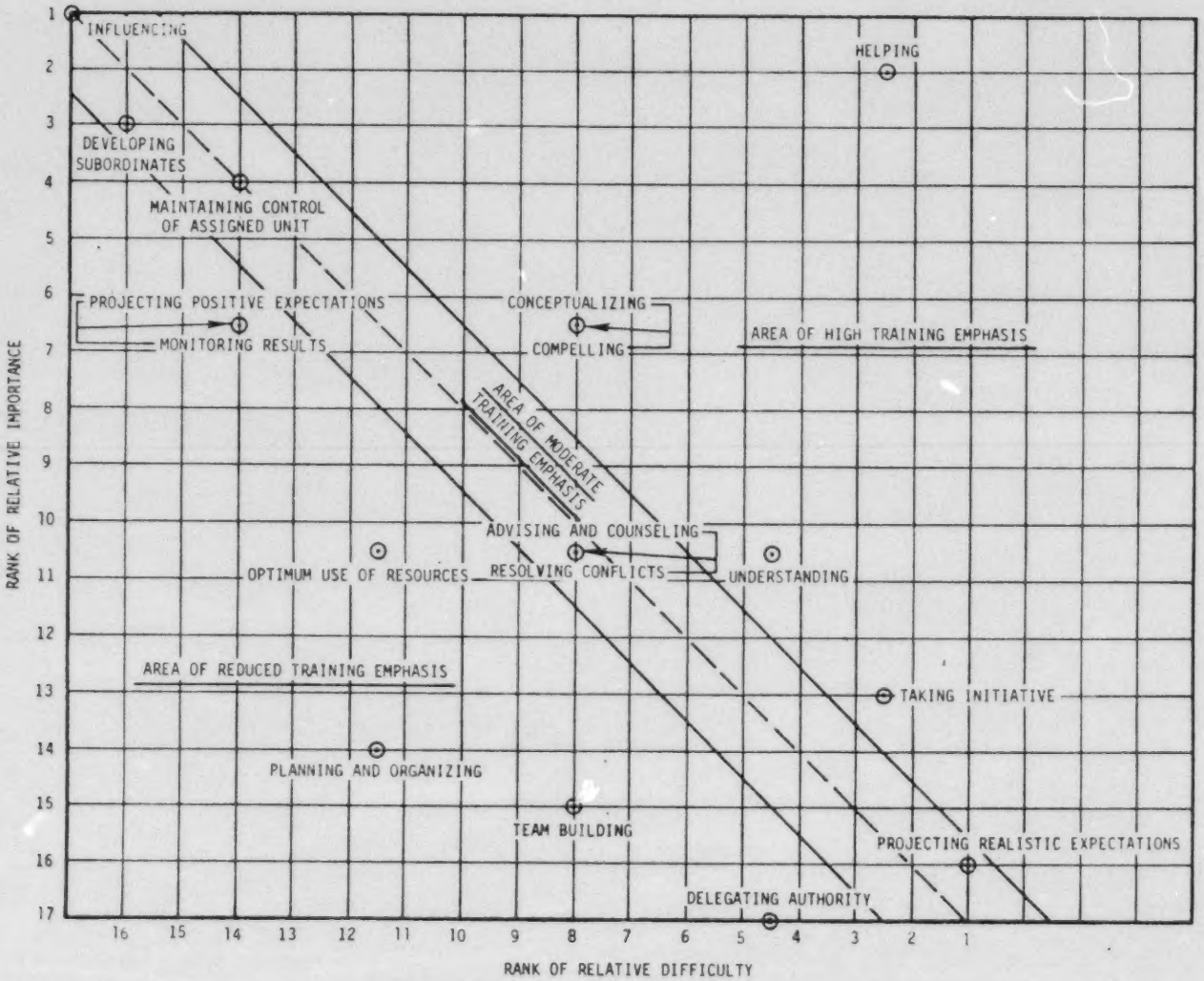

Figure 3. Rank of Relative Importance Versus Rank of Relative Difficulty For "A" School Instructors.

TABLE 6. COMPETENCIES PRIORITIZED FOR TRAINING EMPHASIS BY TYPE OF LEADER

	Type of Leader		
	Men RCCs	Women RCCs	"A" School Instructors
High	Conceptualizing Monitoring results Helping	Planning and organizing Helping Optimizing use of resources	Helping Conceptualizing Compelling Understanding Taking initiative
Moderate	Delegating authority Taking initiative Influencing Compelling Developing subordinates Planning and organizing Optimizing use of resources Projecting realistic expectations	Monitoring results Influencing Compelling Developing subordinates Maintaining control of assigned units Conceptualizing Resolving conflicts Counseling Delegating authority Taking initiative Projecting realistic expectations	Influencing Developing subordinates Maintaining control of assigned units Advising and counseling Resolving conflicts Projecting realistic expectations
Reduced	Understanding Team building Maintaining control of assigned units Resolving conflicts Counseling	Team building Understanding	Planning and organizing Monitoring results Projecting positive expectations Optimizing use of resources Team building Delegating authority

SUPPLEMENTAL INFORMATION FOR CONSIDERATION IN COURSE DESIGN

The results of the supplemental training information analysis describe (1) various attitudes associated with (a) superior, average and below average performance, (b) completion of an LPO/LCPO LMET course, and (c) gender, (2) the manner in which RCCs and instructors judge their own success, (3) the kind of problems RCCs and "A" School instructors most often experience in counseling recruits and students, and (4) an analysis of RCC and "A" School instructor communication patterns.

LEADERSHIP ATTITUDES AND BEHAVIORS. Recruit company commander and "A" School instructor attitudes concerning various aspects of their leadership responsibilities, tasks, and behaviors were measured to determine possible attitudes/behaviors substantive enough to be addressed in leadership course development. The relationship of performance, previous LPO/LCPO LMET course completion and gender to these attitudes was examined. Responses to each attitude/behavior statement, by groups, are presented in appendix O.

Recruit company commanders differed as a group in response to attitudinal/behavioral survey statements much more than "A" School instructors. "A" School instructors did not differ significantly in their agreement/disagreement with these statements other than that which might be attributed to chance. Among RCCs, however, there were numerous statements with which groups of RCCs differed significantly based on performance level, previous LPO/LCPO LMET course completion and gender.

Performance Differences. Among RCCs, superior performers express greater satisfaction in their work and believe more strongly in the relationship between their own self-confidence and the success of their recruits. They are more satisfied with themselves as role models for recruits and see themselves as experts from whom advice is sought. Superior RCCs report adjusting better to the competitive atmosphere of recruit training and strive for flag awards more strongly than average and below average performers.

Superior RCCs express more confidence as speakers to large groups. Superior and average RCCs place a higher emphasis on command presence then their poorer performing peers and indicated a higher concern about their command presence from the start of their tour. Superior RCCs report a stronger sense of their own ability to get the job done. They believe more strongly that they have the necessary authority to do the job, that they can influence recruits, find ways to reward recruit performance and that regardless of the quality of recruits, they can train them.

Superior RCCs also report a greater problem with fatigue and the intrusion of family problems into their work routine. They report a greater likelihood of getting into difficult situations because of decisions they make and a greater tendency to do recruits' work for them rather than letting it go undone.

Previous LPO/LCPO LMET Course Completion Differences. LPO/LCPO LMET graduates report they are more satisfied with and have made a better adjustment to the leadership style they have adopted to optimize success in

the competitive environment of RTC than nongraduates. This is also reflected in the stronger endorsement they give to striving for flag awards. Graduates express higher confidence in themselves as models for their recruits. Appreciation for and concern about command presence is higher for graduates than nongraduates as is comfort in talking to large groups of recruits. LPO/LCPO LMET graduates express higher confidence than nongraduates in their ability to influence others. They have higher confidence in shipmates taking their advice and the ease with which recruits approach them with problems. They communicate more frequently to each new recruit that he/she is important to the Navy. Graduates also report a higher incident of the intrusion of family problems into the work environment than do nongraduates.

Gender Differences. Women RCCs expressed greater confidence in their graduates' ability to take responsibility for their actions. They also indicated a stronger willingness than men RCCs to "stick their necks out" for their recruits. Women RCCs reported that avoiding physical "handling" of recruits was more difficult, but neither men nor women RCCs reported physical "handling" as a common practice.

Women RCCs endorsed more strongly than men RCCs the idea that greater consideration be given to women recruits because of emotional factors. Women RCCs also saw off duty social interaction between staff members and recruits as less of a problem than men RCCs although neither group endorsed the practice.

Men RCCs reported a better adjustment than women RCCs to the competitive environment of RTC. They also indicated a higher confidence that their advice was valued by fellow staff members and by recruits. Men RCCs indicated a stronger belief that recruit quality was declining and that they were more frequently required to repeat explanations of directives to their recruits.

MEASUREMENT OF SUCCESS. Recruit company commanders chose the five most important sources of feedback to them on their own performance from a list of sources. They did not rank the sources in order of importance. Table 7 lists the sources of feedback cited by RCCs in the order of frequency of citation.

The rank orders of sources of feedback used were similar for men and women RCCs. Statistical t-tests reveal three significant differences between men and women RCCs (at the $p \leq .01$ level) in how the RCCs viewed the various sources of feedback. Most women RCCs looked at the general attitude of the company for feedback. More men RCCs than women RCCs looked at feedback from other RCCs and academic test results.

"A" School instructors also chose five important sources of feedback on their own performance from a list of sources. They did not rank the sources in order of importance. Table 8 lists the sources of feedback cited by instructors in the order of frequency of citation.

TABLE 7. IMPORTANT SOURCES OF FEEDBACK ON THEIR OWN PERFORMANCE CITED BY MEN AND WOMEN RCCs

Source of Feedback	Frequency Cited (n=278)	% Men RCCs Citing (n=172)	% Women RCCs Citing (n=106)
Company Morale	246	87	91
General Attitude of Company	240	80	96
Military Inspection Results	211	75	77
Company Appearance	205	69	81
Division Staff Feedback	129	51	39
Feedback from Other RCCs	102	43	26
Flag Awards	82	29	30
Academic Test Results	81	37	17
Feedback from Partner	35	11	16
Verbal Reports from Individual Recruits	30	10	12
Verbal Reports from RCPOs	18	5	9
"Stand Tall" Inspections	5	2	2

TABLE 8. IMPORTANT SOURCES OF FEEDBACK ON THEIR OWN PERFORMANCE CITED BY "A" SCHOOL INSTRUCTORS

Source of Feedback	Frequency Cited (n=89)	% Instructors Citing
Academic Performance Tests	71	80
General Attitude of Class/Barracks Unit	66	74
Military Inspection Results	54	61
Overall Impression of Class (e.g., Uniform/Barracks Appearance)	42	47
Class/Barracks Unit Morale	38	43
Verbal Reports from Individual Students	36	40
Feedback from other Instructors/Advisors	31	35
Division Level Feedback	21	24
Feedback from Follow-on Class Instructor/ Advisor (e.g., "C" School Instructors)	20	22
Feedback from Counterpart	15	17
Verbal Reports from Student Leaders	10	11
Flag Awards	1	1

COUNSELING PROBLEMS. Recruit company commanders checked five areas from a list of counseling/advising areas which required the most effort. Table 9 lists the areas cited in order of the frequency with which they were reported.

Both men and women RCCs cited the same top six areas and ranked them in the same order:

- military attitude
- lack of self-confidence
- military performance
- homesickness
- academic performance
- uniform appearance.

Statistical t-tests for proportions were made to determine any significant differences between men and women RCCs in the counseling areas reported as requiring more effort. Proportionately, more men RCCs cited counseling recruits for "family problems" and "financial problems" than did women RCCs. However, women RCCs more frequently cited problems related to "release from the Navy." These differences were significant at the $p \leq .01$ level. There were no major differences in the other areas. Some of the areas were cited by less than 10 percent of the RCCs. Although there are apparent differences between men and women RCCs in some of these areas, the small frequencies make these differences difficult to interpret. The data do not answer the question of whether these variations are due to differences in the RCCs or in the populations they lead, or both.

"A" School instructors also checked five areas from a list of counseling/advising areas which were the most difficult and also the five that were encountered most frequently. Table 10 lists all of the areas cited in order of the frequency with which they were reported. Two areas of student counseling problems standout as being both difficult and frequently encountered by "A" School instructors:

- financial problems
- military attitude problems.

TABLE 9. COUNSELING/ADVISING AREAS REQUIRING MOST EFFORT CITED BY MEN AND WOMEN RCCs

Counseling/Advising Area	Frequency Cited	% Men RCCs (n=172) Citing	% Women RCCs (n=106) Citing
Military Attitude	231	82.6	84.0
Lack of Self-Confidence	212	72.7	82.1
Military Performance	208	71.5	80.2
Homesickness	147	54.1	50.9
Academic Performance	102	36.0	37.7
Uniform Appearance	91	32.6	33.0
Family Problems	75	32.6	17.9
Sense of "Betrayal" by Recruiter	56	18.0	23.6
Career Planning	56	19.8	20.8
Release from Navy	40	9.3	22.6
Girl/Boyfriend Troubles	39	16.9	9.4
Financial	28	14.0	3.8
Medical	26	6.4	15.1
Racial	21	9.3	4.7
Marriage	18	8.7	2.8
Legal Problems	17	7.6	3.8
Drug Problems	11	5.8	0.9
VD Prevention	1	0.6	0.0
Rape/Rape Prevention	0	0.0	0.0
Abortion	0	0.0	0.0

TABLE 10. "A" SCHOOL COUNSELING/ADVISING AREAS BY DIFFICULTY AND FREQUENCY

Counseling/Advising Area	Number Citing (n=89) As Most Difficult	%Instructors Citing	Number Citing (n=89) As Most Frequently Encountered	%Instructors Citing
Legal Problems	35	39	8	9
Girl/Boyfriend Troubles	30	34	15	17
Financial	29	33	21	24
Sense of "Betrayal" by Recruiter	25	28	10	11
Family Problems	24	27	11	12
Military Attitude	23	26	49	55
Marriage	20	22	13	15
Uniform Appearance	19	21	48	54
Lack of Self-Confidence	19	21	26	29
Career Planning	16	18	30	34
Release from Navy	16	18	9	10
Drug Problems	15	17	16	18
Rape/Rape Prevention	14	16	2	2
Medical	14	16	6	7
Abortion	13	15	0	0
Academic Performance	13	15	54	61
Racial	12	13	2	2
Military Performance	12	13	56	63
Homesickness	10	11	10	11
VD Prevention	6	7	1	1

COMMUNICATION PATTERNS ANALYSIS. Factor analysis revealed five groups within which frequency of communication is similar for RCCs and, likewise, five groups for "A" School instructors. Both sets of groups are listed in appendix P along with their correlations with performance level, gender (RCCs only) and prior completion of the LPO/LCPO LMET course. All correlations were small and statistically insignificant suggesting little connection between RCC/instructor communication patterns and performance level, gender, or previous LMET course completion.

SUMMARY AND DISCUSSION

The survey developed in this study identified and reliably measured competency performance. Sixteen RCC competencies were identified. Seventeen "A" School instructor competencies, consisting of the 16 RCC competencies and one additional competency, were also identified. Three of the 16 RCC competencies were found to differentiate superior from nonsuperior RCCs. One of the 17 "A" School instructor competencies was discovered to differentiate superior "A" School instructors from nonsuperior instructors. Of the three RCC competencies that differentiate superior and nonsuperior performers, one was found to be performed less frequently by superior RCCs. This was unexpected and represents a difficulty with using the current LMET course model requiring instruction only in competencies performed more frequently by superior performers. A revision to the LMET model was developed that added competency difficulty, importance and frequency for sorting the competencies for training selection.

Five competencies were found to differentiate men from women RCCs; therefore, training requirements were developed separately for men RCCs, women RCCs, and "A" School instructors. Training in 9 of 17 competencies is more critical for these three groups.

One competency emerges as consistently high in the training needs of all three groups:

- helping.

That helping would emerge as a high training need may refer to the enormous and total responsibility most RCCs and instructors have for relatively young sailors, transitioning, in most cases, from dependent adolescence to the less dependent adult worker in a highly regimented atmosphere. The potential for a wide range of personal dilemmas is great and the requirement for RCC/instructor response is equally high.

For all predominantly male groups, one other competency is consistently high.

- conceptualizing.

This competency is related to superior performance in men in the RTC environment and it ranks high as a training requirement for "A" School instructors.

Other competencies that are strong candidates for training emphasis are:

- monitoring results
- taking initiative
- influencing
- compelling.

Monitoring results differentiated superior from nonsuperior women RCCs. Taking initiative differentiated superior from nonsuperior men RCCs. Influencing was consistently ranked highest in importance, but its difficulty of performance was low.

Compelling, as an important competency for training, probably reflects the fact that the design of NAVEDTRACOM schools, particularly recruit training, is highly regimented and authoritarian, perhaps more so than many operational fleet units. Strong discipline is an important aspect of the NAVEDTRACOM environment and petty officer/instructor leadership training needs reflect this.

One competency emerges as a separate training requirement for "A" School instructors.

- understanding.

This training requirement may reflect the fact that the opportunity for instructor/student interaction on a one-to-one basis is greater in the technical training environment. Lower student/instructor ratios, less hectic daily schedules, and self-paced courses may bring the "A" School instructor into situations where using understanding skills are required more often than by the RTC recruit company commander who is typically more involved in frequent group evolutions with more students to manage. This is consistent with the data that suggest superior men RCCs perform the understanding competency less frequently than nonsuperior performers. Training in this competency should take into consideration that its use is a complex one for the NAVEDTRACOM environment.

Two competencies emerge as unique training requirements for women RCCs:

- planning and organizing
- optimizing use of resources.

Planning and organizing differentiated female from male leadership behavior as well as superior from average "A" School instructors. Optimizing use of resources did not differentiate women from men but remains a stronger training requirement for women than men because of the importance and relative difficulty of performance.

With one exception (delegating authority) the nine competencies discussed above include all competencies that differentiated superior from nonsuperior performers in each of the three groups of RCCs/instructors studied. Delegating authority is negatively related to superior performance in men RCCs.

Emphasis in the competencies discussed above is underscored by the officers and petty officers responsible for and involved in recruit and initial technical training. These competencies capture the strong organizational emphasis in full-time, involved, accountability-oriented leadership which will be expected from future NAVEDTRACOM petty officers/instructors.

Additional analyses concerned data about (1) leadership related attitudes, (2) internal measures of job success, (3) typical counseling problems, and (4) internal staff communication patterns.

Significant differences in the attitudes of RCCs by level of performance, gender and LPO/LCPO course completion were noted. One area where these differences may be noteworthy for LMET course development concerns role modeling and command presence. Superior RCCs and LPO/LCPO LMET course graduates expressed higher self-confidence in their role modeling capability and higher concern about command presence.

Both RCCs and "A" School instructors generally measure their success as leaders by judging the morale, attitude and appearance of the sailor. Military inspection results receive close attention, but only in the "A" School environment do academic grades also receive high emphasis. In both groups, formal awards or recognition resulting from intergroup competition is clearly of secondary interest.

Two general areas of counseling were identified as common to both RCCs and "A" School instructors:

- military performance counseling (e.g., military attitude, military behavior, uniform appearance, performance of military duties)
- personal adjustment (e.g., lack of self-confidence, homesickness, sense of "betrayal" by recruiter, family problems, boy/girl friend problems).

"A" School instructors could also benefit from training in counseling students in legal and financial matters.

Analysis of staff communication patterns revealed little in the way of differences in communication patterns between superior/nonsuperior, men/women or LPO/LCPO LMET graduate/nongraduate.

The discovery of high numbers of IET unit leaders exceeding weight standards at the time of survey (1981) and the corresponding importance superior IET personnel attached to proper role modeling suggests the need to review policies concerning selection and qualification of IET leaders. Other services require meeting physical fitness and weight standards prior to qualification for IET leadership and receipt of associated financial bonuses.

SECTION IV

CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions of the study with specific recommendations for RCC and "A" School instructor LMET course development. In addition, conclusions and recommendations concerning future LMET course development and evaluation methods and the leadership and management practices within the recruit and "A" School training environment are provided.

CONCLUSIONS

The major conclusions concerning the selection of competencies for RCC and "A" School instructor LMET course development are provided below.

1. The leadership duties and functions of RCCs can be adequately described with 16 leadership competencies while the leadership responsibility of "A" School instructors can be described in 17 competencies. (The 17 "A" School competencies are the 16 RCC competencies plus one additional competency.) (See table 2.)

2. An LMET course providing instruction in the 17 identified competencies but emphasizing (i.e., providing more skill practice and practical application instruction in) the following nine competencies would meet the more critical leadership training requirements of RCCs and "A" School instructors:

- helping
- conceptualizing
- monitoring results
- taking initiative
- influencing
- compelling
- understanding
- planning and organizing
- optimizing use of resources.

3. The critical training requirements of RCCs and "A" School instructors are similar enough to warrant consideration of the development of a single LMET course model for both groups of instructors.

4. Among RCCs, men and women differ in:

a. the frequency with which they perform five of the competencies identified. These are:

- delegating authority (women do it more)
- conceptualizing (men do it more)
- planning and organizing (women do it more)

- developing subordinates (women do it more)
- team building (men do it more).

b. the scope of their leadership background. As a group men RCCs have had more extensive leadership experience. They have supervised larger groups of subordinates, been in the Navy longer and attained a higher rate. Men RCCs represented a cross section of rating fields while women RCCs tended to be from administrative ratings. Virtually all men RCCs reported previous tours at sea while most women RCCs reported no sea duty experience.

c. some attitudes concerning their leadership roles as RCCs. For example, men RCCs revealed higher confidence in their ability to compete professionally in the competitive RTC environment, but women RCCs were generally more positive about the quality of recruits they were training and sending to the fleet.

5. Increased frequency of performance of the identified leadership competencies is normally associated with superior overall leadership performance for both RCCs and "A" School instructors. Higher frequency of performance of two competencies--delegating authority and understanding--can, however, be associated with average or below average overall leadership performance among men RCCs.

In addition to direct inputs to the RCC and "A" School instructor LMET course development, the data suggest certain conclusions about LMET course development and evaluation methods.

1. The utilization of systematic instructional development procedures can provide an overall framework for the identification of competency-based leadership instructional requirements.

2. Competencies can be treated similarly to job tasks for purposes of instructional requirements analysis.

3. Leadership and management competencies can be identified and measured reliably using surveys/questionnaires. Surveys/questionnaires can be used to measure competency frequency of performance, perceived importance to success on the job, and initial performance difficulty; surveys/questionnaires can, also, be used to identify competencies that differentiate between superior and nonsuperior performers.

4. Combined current peer and staff performance ratings are useful measures of overall leadership performance; service record performance data are unreliable as a sole measurement device because of (1) possible rating distortion and (2) lack of current data because of staggered annual reporting requirements.

5. Building an LMET course on only those competencies which distinguish superior and nonsuperior performers may not address all of the

training requirements; competency importance and initial performance difficulty are two useful factors in determining the competencies required for training.

6. The intraorganizational communication patterns of RCCs and "A" School instructors do not appear to be important variables in developing leadership training requirements.

The data analysis also led to three important conclusions related to LMET course implementation policies within NAVEDTRACOM which may have a bearing on the overall effectiveness of RCCs and "A" School instructors.

1. Some RCCs and "A" School instructors exceed Navy weight/percent body fat limits.

2. E-5 RCCs of both sexes may benefit more from LMET-type instruction than more senior petty officers.

3. The leadership and management training requirements identified for RCCs and "A" School instructors may comprise similar leadership and management training requirements for ITB CCs as well.

RECOMMENDATIONS

The recommendations which follow are intended to assist in design of effective leadership training for RCCs, "A" School instructors and ITB CCs, and to add to the instructional technology available to NAVEDTRACOM concerning leadership course development. Recommendations are also included that are designed to improve the leadership impact of RCCs and "A" School instructors/ITB CCs through improvements to current training management practices. It is recommended that:

1. RCC and "A" School instructor LMET instruction reflect training in the 17 competencies identified in the study with emphasis on:

- helping
- conceptualizing
- monitoring results
- taking initiative
- influencing
- compelling
- undertaking
- planning and organizing
- optimizing use of resources

2. One LMET course model should be considered with versions for both RCCs and "A" School instructors/ITB CCs using environment specific materials and terminology (i.e., RCCs use materials relevant to recruit training and "A" School personnel use materials relevant to "A" School training).

3. Future evaluation of RCC and "A" School instructor LMET instruction should emphasize the following:

a. determine the adequacy of instruction (i.e., effectiveness of skill practice and practical application) in the competencies identified as critical leadership training requirements.

b. ensure that differences in the performance of leadership competencies by men and women RCCs are identified in classes with women students and that relevant training materials reflect these differences when advisable.

c. ensure that those instances where decreased frequency of performance may be associated with superior performance are identified and possible problems associated with optimizing the use of these competencies be included in training.

4. The next regular revision of the NAVEDTRACOM 110 series should include a methodology for leadership (and similar nontechnical skills) training requirements identification based, in part, on the procedures utilized in this study.

5. Future leadership and management courses developed for Navy personnel should include not only competencies that differentiate superior from nonsuperior performers but also critical threshold competencies (i.e., competencies that are important to the job but are relatively difficult to perform initially for many job encumbents).

6. Policies in two areas related to the effective utilization of RCC, "A" School instructor, and ITB CC LMET graduates should be examined.

a. Physical fitness and weight/body fat requirements for selection and continued qualification/utilization of IET leaders should be reviewed.

b. The utility of screening prospective LMET students should be considered in order to determine those whose previous experience warrants being given the option of skipping the LMET portion of their training pipeline. This would permit LMET instructors to focus on those students (i.e., E-5s with limited leadership experience) who may need/benefit the most from the course.

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APPENDIX A

LEADERSHIP COMPETENCIES DISCUSSED WITH RECRUIT COMPANY COMMANDERS AND "A" SCHOOL INSTRUCTORS

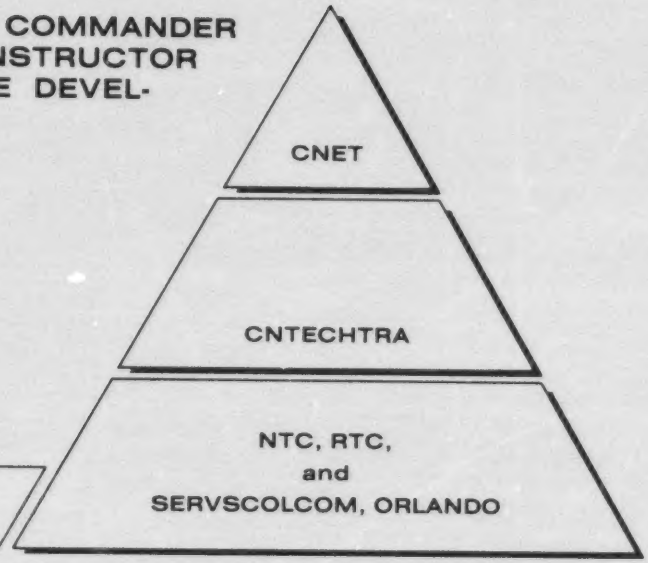
Setting Goals and Performance Standards
Taking Initiative
Exercising Self-Control
Influencing Others
Developing Subordinates
Building Teams
Planning and Organizing
Optimizing Use of Human Resources
Delegating Authority
Monitoring Results
Rewarding Others
Disciplining Others
Advising Others
Counseling Others
Demonstrating Positive Expectations About Other's Work Performance
Demonstrating Realistic Expectations About Other's Work Performance
Demonstrating Understanding of Others
Conceptualizing What Needs to Be Done
Directing Others
Listening to Others
Helping Others
Negotiating/Mediating Interpersonal Disputes to a Mutually Acceptable Solution
Making Decisions That Stop Interpersonal Conflicts and/or Letting Conflicts Resolve Themselves
Expressing Emotions Readily
Absolutely Demanding Obedience/Conformity

APPENDIX B

RECRUIT COMPANY COMMANDER AND "A" SCHOOL INSTRUCTOR LEADERSHIP COURSE DEVELOPMENT SURVEY (RECRUIT COMPANY COMMANDER FORMAT)

MARCH 1981

RECRUIT COMPANY COMMANDER AND "A" SCHOOL INSTRUCTOR LEADERSHIP COURSE DEVELOPMENT SURVEY



A comprehensive survey for NTC Orlando Recruit Company Commanders, "A" School instructors and higher echelon leaders, regarding leadership concerns, values and ideas for NAVEDTRACOM Petty Officer Leadership course development.

TRAINING ANALYSIS AND EVALUATION GROUP
ORLANDO, FLORIDA 32813

Technical Report 154

RECRUIT COMPANY COMMANDER AND "A" SCHOOL INSTRUCTOR
LEADERSHIP COURSE DEVELOPMENT SURVEY

(RECRUIT COMPANY COMMANDER FORMAT)

The Training Analysis and Evaluation Group (TAEG) has been tasked by the Chief of Naval Education and Training to develop training objectives for recommendation in future Naval Education and Training Command petty officer leadership course development. This survey is an important part of that study.

This survey is to be filled out by all company commanders at Recruit Training Command, Orlando. Individual responses will not be disclosed to anyone outside the TAEG. All data will be summarized in appropriate tables or charts.

This survey form is intended for all current or past RTC recruit company commanders (including apprenticeship training instructors) currently serving at RTC Orlando.

PUBLIC LAW 93-573, CALLED THE PRIVACY ACT OF 1974, REQUIRES THAT YOU BE INFORMED OF THE PURPOSE AND USES TO BE MADE OF INFORMATION COLLECTED. THE DEPARTMENT OF THE NAVY MAY COLLECT THE INFORMATION REQUIRED IN THIS QUESTIONNAIRE UNDER THE AUTHORITY OF 57 USC 301, AS REFLECTED IN OPNAV NOTICE 5450 OF 17 APRIL 1975. THE INFORMATION COLLECTED WILL BE USED ONLY FOR THE PURPOSE OF DEVELOPING A LEADERSHIP COURSE. FAILURE TO COMPLETE THIS QUESTIONNAIRE MAY DETRACT FROM THE NAVY'S ABILITY TO MEET ITS TRAINING NEEDS.

WRITE YOUR NAME NEXT TO THE CODE NUMBER

_____ _____

Your name will be seen only briefly by TAEG personnel during the marking of data. It will be used to match data collected from other sources. It will then be discarded and no record of names will exist.

INSTRUCTIONS

This form is divided into five sections. Complete the form independently of other personnel. Brief instructions for each section are given below.

Section I. BACKGROUND INFORMATION. This section asks for information concerning your educational, work and personal background. All information requested is considered to have some bearing on determining necessary leadership training objectives.

Section II. LEADERSHIP JOB TASK ANALYSIS. This section deals with leadership functions that company commanders may perform. Please read the questions across the top and answer each question for each function. Answer the questions from the point of view of what you personally do or think as a company commander.

Section III. CONTACTS AND COMMUNICATIONS. This section asks you about your contacts and communications with other command personnel. When asked for average frequency of contact, please choose the answer that is most accurate.

Section IV. PROFESSIONAL ATTITUDES AND BELIEFS. This section deals with attitudes or beliefs possibly related to leadership behavior. Please read the statements and indicate your agreement/disagreement.

Section V. PEER INFLUENCE DATA. This section asks you to check the names of other currently assigned company commanders that have been most influential in your own leadership development.

After you have completed the form, please deliver it to the proctor. All survey data will be held in the exclusive [illegible]

Director
Training Analysis and Evaluation Group
Attn: Leadership Study Group
Naval Training Center
Orlando, FL 32813

SECTION I

BACKGROUND INFORMATION

IDENTIFYING CODE NO. ____

The information collected in this section will assist in determining the degree to which personal background/characteristics should be considered in shaping leadership instruction. (Fill in or circle correct answer).

a. Rate/rating _____

b. Sex _____

c. Age _____

d. Time in service (years completed) _____

e. Time at this command (months completed) _____

f. Years assigned a sea duty billet (years completed) _____

g. Months of service in a combat zone (months completed) _____

h. Highest number of individuals directly supervised prior to this assignment _____

i. Number of companies you have led _____

j. Did you volunteer for this assignment? YES NO

k. Highest educational level attained (check one)

(1) did not graduate from high school _____

(2) high school diploma or G. E. D. _____

(3) some college or technical school (Navy or Civilian) _____

(4) associate degree _____

(5) bachelor degree _____

(6) graduate school, no degree _____

(7) graduate school, degree _____

l. Are you enrolled in a part-time educational program? YES NO

m. Have you had an LMT course? YES NO

n. Have you had an LMET course? YES NO

o. Family/community commitments:

(1) Family status
(Circle correct one)

Married, living with family
Married, not living with family
Single, not living with any dependents
Single, living with children or other dependents

(2) Number of children _____

(3) Community activities (List)
_____
_____
_____
_____
_____
_____
_____

p. If married, does your spouse work outside the home or spend considerable time in educational or volunteer programs? YES NO N/A

q. Do you find it necessary to have your own second income? YES NO

r. How would you describe your physical fitness? (Circle best choice)

Excellent Good Satisfactory Fair Poor

s. Height? (inches) _____

t. Weight? _____

SECTION II

LEADERSHIP JOB TASK ANALYSIS

The statements listed in this section are designed to gather required information about actual on-the-job performance. They are not designed as, nor should be construed as, statements of or about command policies. All individual answers will be used strictly to group data into totals for charts and tables. To the extent your answers reflect your actual thinking and behavior, effectiveness of future C/C training can be enhanced.

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
1. Set company goals for recruit competition	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
2. Change company goals based on new information about individual recruits and their capabilities	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
3. Set specific training goals for individual recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
4. Keep company informed about unit goals	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
5. Explain Navy and RTC standards to recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
6. Implement my own ideas about training recruits while meeting required command standards	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
7. Speak to seniors in order to get clarification about command standards/policy	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
8. Enforce regulations	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
9. Maintain accountability; ensure that all necessary tasks are performed	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
10. Reward recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
11. Discipline recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
12. Recognize early cues (e.g. low inspection scores, company strife) that my control of the company is slipping.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
13. Tighten company discipline when I see that my control is slipping	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
14. Push limits of authority in order to deal strongly with undesirable recruit behavior	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
15. Try new training techniques	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
16. Make decisions on my own when management guidelines are not clear to me	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
17. "Bend" the regulations a little for the good of the company	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
18. Make alternative plans in case last minute changes occur	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
19. Request transfer of militarily troublesome recruits to other companies or special companies	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
20. Hold "rap" sessions as a means of identifying and solving company problems	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
21. Call to division staff's attention any problem areas with which I'm having a lot of trouble	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
22. Recommend changes to command procedures	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
23. Take a chance for the good of my recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
24. "Size up" situations and do things to keep from "blowing up"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
25. Investigate all sides of a problem before I decide to discipline a recruit	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
26. Relax and unwind during off duty hours	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
27. Minimize the effect of my personal problems on my day's work	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
28. Take time off to take care of personal or family concerns	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
29. Set an example for my recruits in military appearance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
30. Motivate my recruits to do what I want without exceeding the limits of my authority	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
31. Teach Navy terms	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
32. Talk to large groups of recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
33. Talk to recruits one-on-one	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
34. Devise rewards and disciplinary procedures which are within the limits of my authority	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
35. Encourage recruits to tell me their problems so I can help them	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
36. Project my voice in order to be heard	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
37. Make an effort to maintain a good attitude about recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
38. Show the recruits I can do what I tell them to do	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
39. Give recruits individual instruction	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
40. Double check to ensure that a recruit thoroughly understands assigned duties	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
41. Give top recruits additional leadership responsibilities as training progresses	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
42. Follow up on assigned duties to see that the job is done satisfactorily	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
43. Use ideas from recruit critique sheets	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
44. Tell recruits when they are doing a good job	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
45. Back up a recruit who gets in trouble	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
46. Analyze my company's ability to make a good team	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
47. Check strengths and weaknesses of individuals to see how to best fit them into the "group" effort	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
48. Encourage recruits to take part in sports activities	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
49. Encourage recruits to compete with recruits in other companies	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
50. Encourage recruits within the company to compete with each other	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
51. Encourage recruits to work together and help their buddies who are less capable	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
52. Teach sections/watch sections/company to try to solve its problems before coming to me	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
53. Teach sections/watch sections/company to learn each individual's strengths and use them to their advantage	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
54. Assign projects (duties) to small groups and let group leader assign responsibility	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
55. Let company pretty much run itself when they are doing a good job	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
56. Tell "sea stories"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
57. Plan ahead several days for a new company	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
58. Make a list of the most important things to do first	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
59. Make entries in a notebook of things that happen so that it will be easier to train my next company	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
60. Decide which military subjects to teach first	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
61. Plan the day in 15-30 minute blocks of time	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
62. Figure out ahead how much time to devote to various activities	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
63. Anticipate major last minute changes to daily schedule	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
64. Assist recruits in using their time to the best advantage	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
65. Divide work time with partner	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
66. Replace recruit petty officers when certain ones selected don't pan out	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
67. Match the job to the recruit's abilities	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
68. Encourage recruits to give me feedback on problems they encounter in following my directions	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
69. Revise orders when individuals are obviously fatigued	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
70. Determine if company is "burned out."	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
71. Do something specific to keep my morale up	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
72. Do something specific to keep company morale up	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
73. Use feedback methods (e.g., critique sheets, rap sessions) to evaluate company morale	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
74. Think about and analyze overall company discipline	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
75. Display a good attitude regardless of problems or poor response by the company	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
76. Study recruits to see when they can take on more responsible jobs	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
77. Divide authority and responsibility for specific training areas with my partner	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
78. Give temporary control of minor individual and/or company rewards to recruit petty officers	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
79. Delegate more authority to recruit petty officers based on readiness for greater responsibility and policy limits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
80. Analyze feedback on company progress	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
81. Inspect recruit progress in the interval between MED inspections	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
82. Let individual recruits know how well they are doing in training	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
83. Let the company as a whole know how well it is doing in training	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
84. Watch recruit behavior in order to anticipate problems before they happen/occur	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
85. Compare progress of my company to command standards	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
86. Tell recruits when I am pleased with their performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

		A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
87.	Award specific privileges to recruits based on meeting certain definite standards	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
88.	"Bend over backward" to reward a good job	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
89.	Make official recommendations for recognition of exemplary recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
90.	Assess recruits' personal problems and give advice concerning best solution(s)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
91.	Give advice to less experienced CC partner	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
92.	Set aside temporarily some aspects of my role as an authority figure and talk to a recruit as one adult to another	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
93.	Listen to and empathize with recruits concerning personal problems with limited advice giving	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
94.	Approach a recruit when I sense she or he has a problem	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
95.	Determine whether a recruit's problem is serious enough to need my attention	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
96.	Conduct discussions with groups of recruits having similar problems	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
97	Refer recruits to other counselors (e.g. chaplain, psychologist)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
98.	Tell recruits "You can make it through"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
99.	Encourage company in its competition for flags	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
100. Promise rewards for desirable performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
101. Treat recruits as I would want to be treated if positions were reversed	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
102. Evaluate strengths and weaknesses of recruits in determining my own expectations for the company	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
103. Remind myself that recruits are kids	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
104. Remind myself that recruit standards are down and I must "live with it"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
105. Remind recruits of negative consequences if they fail inspections	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
106. Participate in "stand tall" inspections	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
107. Cooperate and communicate with my partner	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
108. Attempt to see the recruit's viewpoint in settling disputes	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
109. Advise recruits concerning their perceived shortcomings in the Navy and what can be done to work within the system to improve things or to cope with reality	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
110. Change my viewpoint after considering the recruit's viewpoint	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
111. Change my way of doing something when other CCs or division staff members show me a better way	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
112. Explain future hardships of training/Navy life to recruits and tell them the difficulties they will encounter	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
113. Admit my mistakes and explain why they happened	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
114. Explain corrections to my mistakes as "changes"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
115. Analyze recruits' mistakes and give constructive criticism	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
116. Restrict my criticism to what can be used constructively	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
117. Plan my work out step by step before I proceed	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
118. Keep notes on "lessons learned" to help when similar problems arise in future companies	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
119. Make an effort to give directions in language understood by recruits. (This may mean civilian as well as Navy terminology at different points in the training cycle.)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
120. Speak and act authoritatively in order to demonstrate to recruit's my role as leader	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
121. Use "show and tell" when giving directions to recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
122. Make an extra effort to appear self-assured to get recruits to follow my directions	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
123. When listening to others, "filter out" information that is not important	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
124. "Sense" when a recruit has a problem	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
125. Distinguish which incidents I should pay attention to and which ones are unimportant	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
126. Make time for recruits to discuss their problems with me	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
127. Hear the recruit through before I start to give advice	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
128. "Sense" when there's some problem affecting company performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
129. "Go to bat" for my people when they need my backing	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
130. Negotiate conflicts between recruits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
131. Help recruits solve their disagreements	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
132. Compromise and/or negotiate when my partner and I disagree	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
133. Force my people to meet face to face and talk over their disagreements	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
134. Discourage expressions of conflict between recruits (e.g., bickering)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
135. Give a "pat on the back" when I am particularly pleased with a recruit's performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)
LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical company. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of a company commander. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes the general ease with which you addressed the task during the first few companies you led. If you have never encountered the task leave blank. (1) Extreme difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
136. When the work schedule is heavy, do some of the recruit's work	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
137. Express openly my pleasure/displeasure with a recruit's behavior	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
138. Exceed limitations of authority during moments of extreme frustration	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
139. Teach recruits not to question my orders or intentions	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
140. Explain why I find it necessary to give a certain order	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
141. Make it plain to recruits what the consequences are for disobeying my orders	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
142. Persuade recruits to see things my way	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
143. Make decisions which may hurt me or the company in the short run but are the right thing to do nevertheless	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
144. Divide work load with partner on the basis of training area (e.g., barracks, counseling, locker)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
145. Give temporary control of minor individual and/or company discipline to recruit petty officer(s)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
146. Give advice to more experienced CC partner	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

147. Check the five areas to which you generally must devote the most effort in counseling/advising recruits.

_____ Career planning
_____ Girl/boyfriend troubles
_____ VD Prevention
_____ Financial
_____ Marriage
_____ Military Attitude
_____ Uniform Appearance
_____ Release from Navy
_____ Legal Problems
_____ Drug Problems
_____ Lack of Self-Confidence
_____ Sense of "Betrayal" by Recruiter
_____ Homesickness
_____ Rape/Rape Prevention
_____ Racial
_____ Abortion
_____ Medical
_____ Military Performance
_____ Academic Performance
_____ Family Problems

148. Check the five most important methods that you rely on to tell you that you are being successful as a company commander.

_____ Academic Tests Results
_____ Military Inspection Results
_____ General Attitude of Company
_____ "Stand Tall" Inspections
_____ Company Morale
_____ Verbal Reports from Individual Recruits
_____ Verbal Reports from RCPOs
_____ Division Staff Feedback
_____ Feedback from Other CCs
_____ Feedback from Partner
_____ Company Appearance
_____ Flag Awards

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

149. What is different about successfully leading recruits in comparison to other Navy leadership jobs you've had? (optional)

SECTION III

CONTACTS AND COMMUNICATIONS

1. On the average about how often do you, as a company commander in the field, talk to the following individuals (Circle the number that indicates your best answer)

At least once: (1) Daily
(2) Weekly
(3) Every two weeks
(4) Every company
(5) Rarely or Never

a.	Each recruit individually	(1)	(2)	(3)	(4)	(5)
b.	Other Company Commanders	(1)	(2)	(3)	(4)	(5)
c.	Academic Instructors	(1)	(2)	(3)	(4)	(5)
d.	Division Officer	(1)	(2)	(3)	(4)	(5)
e.	Division Staff Personnel	(1)	(2)	(3)	(4)	(5)
f.	Academic Training Officer	(1)	(2)	(3)	(4)	(5)
g.	Military Training Officer	(1)	(2)	(3)	(4)	(5)
h.	Commanding Officer/Executive Officer, RTC	(1)	(2)	(3)	(4)	(5)
i.	Medical Personnel	(1)	(2)	(3)	(4)	(5)
j.	Dental Personnel	(1)	(2)	(3)	(4)	(5)
k.	Chaplains	(1)	(2)	(3)	(4)	(5)
l.	Red Cross Personnel	(1)	(2)	(3)	(4)	(5)
m.	HRM Counselors	(1)	(2)	(3)	(4)	(5)
n.	Recruit Evaluation Unit Personnel	(1)	(2)	(3)	(4)	(5)
o.	BMO Officer	(1)	(2)	(3)	(4)	(5)
p.	AMTO Officer	(1)	(2)	(3)	(4)	(5)
q.	Command Master Chief	(1)	(2)	(3)	(4)	(5)

SECTION IV

PROFESSIONAL ATTITUDES AND BELIEFS

Check the answer that indicates the extent of your agreement/disagreement with the following statements.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I am usually satisfied with how I lead my company in order to achieve success in competition	( )	( )	( )	( )	( )
2.	I can work comfortably in a "competitive and cooperative" environment with other company commanders	( )	( )	( )	( )	( )
3.	I am willing to "stick my neck out" for my recruits	( )	( )	( )	( )	( )
4.	Physical "handling" of a recruit is sometimes unavoidable	( )	( )	( )	( )	( )
5.	My behavior is a good model for my recruits to follow	( )	( )	( )	( )	( )
6.	There are times when I find it impossible to control my emotions around recruits	( )	( )	( )	( )	( )
7.	It is sometimes very difficult to devote my full attention to my work because of family problems	( )	( )	( )	( )	( )
8.	I am comfortable when talking to large groups of recruits	( )	( )	( )	( )	( )
9.	Admonishing recruits is sometimes an unfortunate necessity	( )	( )	( )	( )	( )
10.	My attitude is as good as or better than most CCs at this command	( )	( )	( )	( )	( )
11.	Each new recruit is an important "Navy person" and I tell her/him so right off	( )	( )	( )	( )	( )
12.	I get upset when things don't go as planned	( )	( )	( )	( )	( )
13.	I reward my company for good performance every chance I get	( )	( )	( )	( )	( )
14.	I often find it necessary to make changes in my daily schedule	( )	( )	( )	( )	( )
15.	It is often necessary for me to explain directions to recruits more than once	( )	( )	( )	( )	( )

The statements listed in this section are designed to gather required information about actual on-the-job performance. They are not designed as, nor should be construed as, statements of or about command policies. All individual answers will be used strictly to group data into totals for charts and tables. To the extent your answers reflect your actual thinking and behavior, effectiveness of future C/C training can be enhanced.

SECTION IV (continued)

PROFESSIONAL ATTITUDES AND BELIEFS

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
16. I may respond differently to the same behavior depending upon the individual	( )	( )	( )	( )	( )
17. In general, my partner and I are equally responsible for the successful training of our company	( )	( )	( )	( )	( )
18. I don't hesitate to do a task myself if the recruit can't do it	( )	( )	( )	( )	( )
19. By the time she/he graduates, recruits have been trained to take full responsibility for their actions as Navy people	( )	( )	( )	( )	( )
20. I am generally comfortable when I leave my partner in charge in my absence	( )	( )	( )	( )	( )
21. RCPOs have too much authority for their experience level	( )	( )	( )	( )	( )
22. I have enough authority to do my job	( )	( )	( )	( )	( )
23. I am successful at finding ways to reward recruits for doing a good job	( )	( )	( )	( )	( )
24. Shipmates (staff and/or recruits) usually take my advice	( )	( )	( )	( )	( )
25. Shipmates (staff and/or recruits) frequently ask for my advice	( )	( )	( )	( )	( )
26. Recruits don't hesitate to come to me with problems	( )	( )	( )	( )	( )
27. Generally, I don't care about the quality of recruits; I can train them	( )	( )	( )	( )	( )
28. I usually treat recruits like adults	( )	( )	( )	( )	( )
29. I always strive for flag awards	( )	( )	( )	( )	( )
30. The quality of recruits isn't what it used to be	( )	( )	( )	( )	( )
31. I've gotten into difficulty as a CC because of decisions I have made	( )	( )	( )	( )	( )
32. Emotions sometimes get in the way of my handling problems	( )	( )	( )	( )	( )

SECTION IV (continued)

PROFESSIONAL ATTITUDES AND BELIEFS

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
33. Sometimes I'm too tired on the job to think clearly before I act	( )	( )	( )	( )	( )
34. I think my command presence is an important tool in recruit training	( )	( )	( )	( )	( )
35. Recruits understand my directions without needing to be told more than once	( )	( )	( )	( )	( )
36. When I first came here my command presence needed polishing	( )	( )	( )	( )	( )
37. My own feeling of self-confidence affects how successful my recruits are	( )	( )	( )	( )	( )
38. I am the first to discipline my people if they make a mistake	( )	( )	( )	( )	( )
39. My word is the last word when recruits can't get along	( )	( )	( )	( )	( )
40. Sometimes other CCs come to me to help them solve their conflicts with their superiors	( )	( )	( )	( )	( )
41. Most problems will solve themselves, if you give them time	( )	( )	( )	( )	( )
42. Recruits might lose their tempers if I force them to talk out their differences with each other; therefore, I usually let things alone for awhile	( )	( )	( )	( )	( )
43. You generally have to give more consideration to women recruits because women are more emotional	( )	( )	( )	( )	( )
44. Off duty social interaction between staff members and recruits (of a personal nature) should not appreciably affect training and/or discipline.	( )	( )	( )	( )	( )
45. Staff member's occasionally doing some of a slow recruit's work for him/her does not appreciably affect training and/or discipline.	( )	( )	( )	( )	( )
46. I can express my pleasure/displeasure with a recruit's behavior and still maintain my professionalism	( )	( )	( )	( )	( )

SECTION IV (continued)

PROFESSIONAL ATTITUDES AND BELIEFS

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
47. It is unprofessional to let a recruit know you are pleased with his success by such behavior as slapping him/her on the back or showing excitement	( )	( )	( )	( )	( )
48. My recruits know I will support them no matter what	( )	( )	( )	( )	( )
49. I don't tolerate recruits questioning my orders or intentions	( )	( )	( )	( )	( )
50. I usually can persuade recruits to see things my way	( )	( )	( )	( )	( )
51. Male recruits sometimes misinterpret female CCs' professional attention/help/discipline as personal friendship/interest	( )	( )	( )	( )	( )
52. "Stand Tall" inspections are important in the training of recruits	( )	( )	( )	( )	( )
53. RMAAs have too much authority for their experience level	( )	( )	( )	( )	( )

SECTION V

PEER INFLUENCE DATA

Leadership instructional development trends in the Navy have begun to focus on the attributes, skills and attitudes, of officers and petty officers that are judged influential in shaping/modeling effective leadership behavior. Please circle the names of the ten company commanders currently assigned to the command from the following list that you would most want to serve as your partner in leading a company. Upon completion of that task, also circle the names of any additional company commanders that you particularly trust to give you good advice about leading recruit companies.

	NAME	RATE		NAME	RATE		NAME	RATE
1.	AANERUD, D. P.	ABCM	41.	CARTER, L. D.	BMC	81.	FOX, L. E.	SK1
2.	ADAIR, V. C.	AZ1	42.	CASSATA, A., JR.	AMH1	82.	FOX, W. M., III	MM1
3.	ALICEA, E.	BTC	43.	CATO, D. D.	MR2	83.	FRISCH, C. S.	DK2
4.	AMOS, S. A.	YN1	44.	CERSOSIMO, R. J.	RMC	84.	FROST, L. M.	CTT1
5.	ANDERSON, G. A.	AMC	45.	CHADWICK, C. L.	AZ1	85.	FULLER, G. R.	HTCM
6.	ANDERSON, J. L.	OS2	46.	CHAMBERS, R. H.	ABHC	86.	GANUNG, J. D.	MMC
7.	ARMOMO, E. L.	QMC	47.	CHAMBLESS, W. S.	GMGC	87.	GARCIAHENG, S. F.	SK2
8.	AYCUCH, R. E.	MSC	48.	CHAPLIN, R. M.	DPC	88.	GEDRIN, P. S.	JOC
9.	AYERS, J. D.	AQ1	49.	CHAPMAN, S. D.	GMGC	89.	CENTRY, J. A.	CTIC
10.	BACHELDER, H. E.	ENC	50.	CHARLTON, J. D.	PN1	90.	GEOGHAGAN, L. S.	HT1
11.	BAILS, T. D., JR.	MRC	51.	CHRISTIANSEN, K.	RM2	91.	GLASS, L. M.	YN1
12.	BAIRD, A. A.	ETCS	52.	CLARK, T. L.	PMC	92.	GOFF, R. G.	OSC
13.	BAKER, C. J.	AT1	53.	CLASSON, R. K.	SK2	93.	GOODE, A. N.	AZ2
14.	BAMBEY, C. J.	CTO1	54.	CLOUSER, D. E.	RMC	94.	GOODMAN, C. H., JR.	BMC
15.	BARCOMB, W. D.	ETC	55.	COLE, E. H.	EO1	95.	GOODYEAR, T. A.	AEC
16.	BARTLEY, B. M.	BTC	56.	COOPER, W. J.	BM1	96.	GREENE, S. L.	ABHC
17.	BEAVER, C. O.	GMT1	57.	CORADI, J. R.	MMCS	97.	GRIFFIN, R. S.	BMC
18.	BETTENCOURT, R. F.	MM1	58.	CORLETTE, M. A.	HT1	98.	GUTIERREZ, P. A.	ET2
19.	BLACK, A. T.	YN1	59.	CORTEZ, C. S.	YN2	99.	HAGER, J. B.	EO1
20.	BLANKS, D. K.	SK1	60.	CROSBY, S. L.	AFCM	100.	HAIR, R. A.	SMCS
21.	BOWEN, J. S.	OS1	61.	CULLUM, R. F., JR.	ABH1	101.	HALES, J. P.	BM1
22.	BOWEN, R. W.	EMC	62.	DAILEY, E. L.	ABE1	102.	HAMILTON, D. E.	ABF1
23.	BOWEN, W. C.	MM1	63.	DANIEL, J. K., JR.	MM1	103.	HAMILTON, T. M.	SM1
24.	BOYD, J. R.	SHC	64.	DANIELS, K. A.	AD1	104.	HAND, R. L.	HTC
25.	BRADBURY, L. L.	HTC	65.	DANIELS, M. C.	BT1	105.	HANSON, B. J.	SK1
26.	BRADOSKY, R. A.	SK2	66.	DAVIS, W. R.	ABCS	106.	HARRIS, L. L.	YN2
27.	BROWN, J. C.	ABHC	67.	DEMATTEO, L. A.	TM2	107.	HAWKINS, F. O., JR.	MSC
28.	BURKHARDT, R. M.	SM2	68.	DONALDSON, S. E.	RMC	108.	HEAGY, J. A.	EM1
29.	BURNS, J. A.	OS2	69.	EASTMAN, J. B.	HT1	109.	HERTLEIN, P. L.	GMGC
30.	BURTON, D. L.	AME2	70.	EICHHORN, J. A.	BMCM	110.	HILL, C. J.	MC1
31.	BUTTS, L. K.	MC1	71.	ELBLING, C. B.	CTR2	111.	HIMROD, N. M.	ET2
32.	BYRD, M. J.	AE1	72.	ENERSEN, F. L.	SK2	112.	HOLICKY, S. L.	DPC
33.	CAMPBELL, J. M.	MC1	73.	EVANS, J. A., III	HTC	113.	HOOD, C. J.	TD2
34.	CAMPBELL, S. M.	BM1	74.	EVERETT, J.	SK2	114.	HOOKER, F. M.	MMC
35.	CANTRELL, P. J.	RMC	75.	EVERETT, S. M. B.	MM1	115.	HOPKINS, G. P.	SMCM
36.	CARAWAY, A. J.	MMCM	76.	FAIRWEATHER, R. E.	GMGC	116.	HOPKINS, J. D.	SMC
37.	CARLSON, L. G.	PN1	77.	FINCHER, D. W.	MM1	117.	HOUSAND, T. C.	BUC
38.	CARLTON, C. C.	YN1	78.	FINZEL, A. K.	CTT2	118.	HOUSTON, E. S.	BMC
39.	CARRICO, M. W.	BM1	79.	FLEMING, E. C.	QM1	119.	HUGHES, D. W.	SM2
40.	CARROLL, F. M.	BTCM	80.	FOLEY, S. C.	RM2	120.	IRVINE, J. F.	OS2

	NAME	RATE		NAME	RATE		NAME	RATE
121.	ISBELL, D. K.	YN1	171.	MCMAHON, M. G.	MS1	221.	ROGERS, G. L.	BTC
122.	JERNIGAN, J. A.	CTRC	172.	MEADOWS, B. E.	YN2	222.	ROSSELL, C. P.	ICCS
123.	JOHNSON, G. A.	RM2	173.	MEEKS, M. R.	AD1	223.	RUSSERT, L. G.	YN1
124.	JOHNSON, J. D.	AG2	174.	MILLER, C. T.	ABCS	224.	RYDER, M. R.	HTC
125.	JOHNSON, J. C.	ADCS	175.	MILLER, V. M.	PN1	225.	SATHER, C. A.	PN2
126.	JOHNSON, J. E., JR.	MS1	176.	MILLMAN, H. M.	ENCM	226.	SCHILLING, J. R.	SHC
127.	JOHNSON, S. B.	BUC	177.	MONTGOMERY, R. R.	HTCS	227.	SCRUGGS, B. A.	SKC
128.	JONES, J. D.	PN1	178.	MOORE, P. C.	NC1	228.	SEREWO, L. A.	AC1
129.	JONES, P. A.	PN2	179.	MOOREHEAD, C. L.	ABH1	229.	SERNA, E.	RM2
130.	JONES, R. B.	MMC	180.	MOOSE, J. A.	ICCS	230.	SEVERIN, L. L.	TM1
131.	JORDAN, D.	SHC	181.	MORRIS, W. T.	BM1	231.	SEYFANG, J. E.	PR1
132.	JORDAN, L. J.	SH2	182.	MUELLER, D. E.	AD1	232.	SHARRDA, M. E.	TM2
133.	KAER, W. N., III	MSC	183.	MUELLER, S. D.	NC1	233.	SHARITS, M. M.	AMS2
134.	KELLEY, J. J.	GMCS	184.	MURRAY, M. C.	PNC	234.	SHEA, R. E.	MM1
135.	KEMPTER, W. D.	MMCM	185.	NELSON, D. A.	SM2	235.	SHULER, A. C., II	ABCS
136.	KENNELLY, R. V.	BTC	186.	NELSON, L. L.	PNC	236.	SILVA, M. M.	DP2
137.	KILLIAN, C. A.	SH2	187.	NIEBLING, R. F.	MMC	237.	SIMS, J. D.	UT1
138.	KLIMOVICH, W. P.	PNC	188.	NORRIS, S. K.	PN2	238.	SINOR, M. F.	AD2
139.	KNAPP, L. F.	MMCS	189.	NOWLIN, L. B.	TM2	239.	SINGLETARY, D. E.	QM2
140.	KOPPARI, J. P.	OPC	190.	OATES, K. I.	PN1	240.	SMITH, B. J.	YN1
141.	LACKEY, G.	AOF2	191.	OLSON, G. J.	AMS2	241.	SMITH, D. A., JR.	BTC
142.	LAMOUREUX, R. S.	GMGC	192.	OLSON, R. D.	EM1	242.	SMITH, J. M.	MS2
143.	LARK, C. A.	HR2	193.	ONEAL, P. R.	ABFC	243.	SMITH, P. A.	MM1
144.	LASSARD, M. T.	BM2	194.	ONEY, J. E.	STSCS	244.	SMITH, R. E.	OS2
145.	LAUGHLIN, F.	HTC	195.	PACHOMSKI, K.	PN1	245.	SPENCER, C.	BTCM
146.	LEBLANC, E. G., JR.	MM1	196.	PARKINS, L. L.	MM2	246.	SPRAGUE, W. E.	HT1
147.	LEFFERTS, R. L.	GMG1	197.	PASSMAN, H.	TM1	247.	SROGI, D. K.	AT1
148.	LETT, D., JR.	ABHC	198.	PATRYAS, D. A.	LN2	248.	STACY, B. G.	UT2
149.	LINLAY, W. M.	MMCS	199.	PAUL, C. E.	EM1	249.	STAUBS, M. K.	AZ2
150.	LOGAN, B.	YN2	200.	PELT, J. L. M.	PHC	250.	STELMAN, T. R.	ABF2
151.	LONG, L. H.	AMCS	201.	PENBERTHY, G. W. J.	YNC	251.	STEVENS, J. A.	IC1
152.	LONG, S. J.	AZ1	202.	PERNICE, J. E.	EN1	252.	STOIS, J. R.	GMG1
153.	LOPEZ, R. L.	QM1	203.	PETITLUBIN, L. M.	YN2	253.	STRONG, J. A.	IS1
154.	LUNA, B. L.	YN2	204.	PHILLIPS, R. L.	HTC	254.	SULLIVAN, D. L.	SHC
155.	MACK, M.	CTO1	205.	PODSCHELNE, G. A.	UT1	255.	SULLIVAN, J. D., SR.	DPCM
156.	MADRIGAL, G. M.	NCC	206.	POPPELL, L. W.	EMC	256.	SUNDAY, N. A.	RM1
157.	MAKOSKI, J. E.	BM1	207.	POTTER, J. E.	PN2	257.	SWARTFIGUER, D. L.	SK2
158.	MANNING, W. J.	YN1	208.	PRATT, E. P.	DP1	258.	SWEET, R. A.	ABF2
159.	MANTHIE, C. A.	YN1	209.	PROVOST, W.	PN2	259.	TALLENT, A. D.	RM2
160.	MANTZ, M. J.	RM2	210.	PY, W. J.	MMCS	260.	TARPLEY, D. R., JR.	AT2
161.	MARLAR, J. L.	TD1	211.	RANDALL, [illegible] A.	SK1	261.	THOMAS, M. O.	QMC
162.	MAROTTO, M. M.	CTR2	212.	REBHAHN, D. K.	GMCS	262.	THOMAS, V. M.	RM2
163.	MAYBERY, P. E.	BMC	213.	REEDY, R. W.	MMCS	263.	THORPE, K.	GMG1
164.	MCALLISTER, R. E.	MMCS	214.	REEVES, C. M.	RM2	264.	THROWER, A.	BMC
165.	MCCALL, J. F.	PH1	215.	REEVES, J. A.	YN1	265.	TOLAND, K. J.	RM2
166.	MCDANIEL, T. A.	ENC	216.	RIDDLEY, D. E.	BT1	266.	TORRES, A. J.	SMC
167.	MCDOUGALL, G. L.	HTC	217.	RILEY, J. L.	YN2	267.	TRANSOU, D. W., III	MM1
168.	MCDOWELL, E. W.	HT1	218.	RITCHEA, C. E.	MMCM	268.	TRUELUCK, T. S.	ABCM
169.	MCDOWELL, W. M.	BTC	219.	ROBINSON, G. T.	MMC	269.	TURNER, R. E.	RM2
170.	MCENTEE, J. C.	BMC	220.	RODGERS, D. E.	GMM2	270.	TYLKA, J. P.	YN1

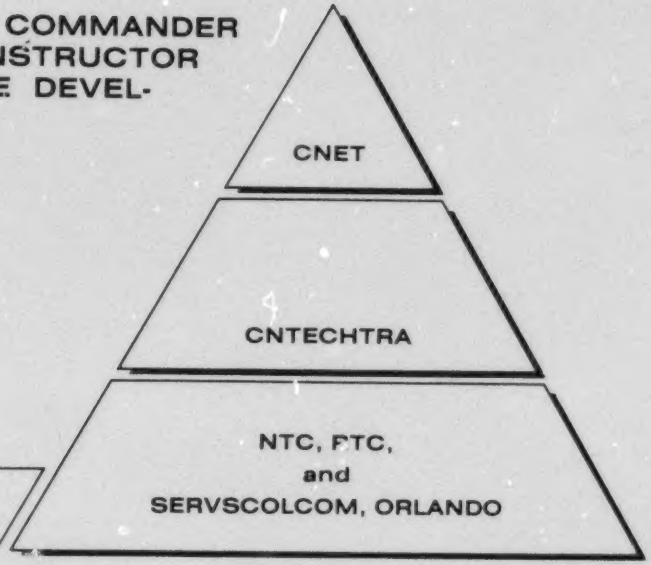
	NAME	RATE		NAME	RATE		NAME	RATE
271.	VARNER, C. H.	ADC	283.	WESENBERG, N. I.	MCC	294.	WOODSON, R. A.	MNCS
272.	WALCHER, J. L.	PR2	284.	WEST, C.	AMH1	295.	WOODY, L. M.	YN1
273.	WARD, J. L.	BMC	285.	WHEADON, M. A.	YN2	296.	WRIGHT, C. E.	AMCS
274.	WARD, R. R.	MMCS	286.	WHITE, M. A.	SH2	297.	WRIGHT, K. L.	PC1
275.	WARK, W. J.	YN2	287.	WILLIAMS, J. D.	EMCM	298.	WYMAN, R. D.	AOC
276.	WARREN, C. S.	RM2	288.	WILLIAMS, M. L., JR.	MMLS	299.	YOCHELSON,	AD1
277.	WATERS, D. A.	PN1	289.	WILLIAMS, W. E., JR.	MRC	300.	YOUNG, R. L., JR.	AGH1
278.	WATKINS, K. A.	RM1	290.	WOOD, A. F.	SMC	301.	ZETTERHOLM, P. E.	CTRCS
279.	WATSON, G. R.	MM2	291.	WOOD, D. M.	YN2	302.	ZIEGENBEIN, W. A.	HTCS
280.	WATTS, P. D.	YN1	292.	WOOD, R. D.	AD1	303.	ZINN, G. G.	RM1
281.	WEIL, T. A.	GMGC	293.	WOODALL, D. M.	MT1	304.	ZUPANOVIC, M. J.	MA1
282.	WESENBERG, G. R.	BMCM						

APPENDIX C

RECRUIT COMPANY COMMANDER AND "A" SCHOOL INSTRUCTOR LEADERSHIP COURSE DEVELOPMENT SURVEY ("A" SCHOOL INSTRUCTOR FORMAT)

JULY 1981

RECRUIT COMPANY COMMANDER AND "A" SCHOOL INSTRUCTOR LEADERSHIP COURSE DEVELOPMENT SURVEY



A comprehensive survey for NTC Orlando Recruit Company Commanders, "A" School instructors and higher echelon leaders, regarding leadership concerns, values and ideas for NAVEDTRACOM Petty Officer Leadership course development.

TRAINING ANALYSIS AND EVALUATION GROUP
ORLANDO, FLORIDA 32813

RECRUIT COMPANY COMMANDER AND "A" SCHOOL INSTRUCTOR
LEADERSHIP COURSE DEVELOPMENT SURVEY

("A" SCHOOL INSTRUCTOR/ADVISOR FORMAT)

The Training Analysis and Evaluation Group (TAEG) has been tasked by the Chief of Naval Education and Training to develop training objectives for recommendation in future Naval Education and Training Command petty officer leadership course development. This survey is an important part of that study.

This survey is to be filled out by all "A" school instructors/military advisors at Service School Command, Orlando. Individual responses will not be disclosed to anyone outside the TAEG. All data will be summarized in appropriate tables or charts.

PUBLIC LAW 93-573, CALLED THE PRIVACY ACT OF 1974, REQUIRES THAT YOU BE INFORMED OF THE PURPOSE AND USES TO BE MADE OF INFORMATION COLLECTED. THE DEPARTMENT OF THE NAVY MAY COLLECT THE INFORMATION REQUIRED IN THIS QUESTIONNAIRE UNDER THE AUTHORITY OF 5 USC 301, AS REFLECTED IN OPNAV NOTICE 5450 OF 17 APRIL 1975. THE INFORMATION COLLECTED WILL BE USED ONLY FOR THE PURPOSE OF DEVELOPING A LEADERSHIP COURSE. ITEMS D THROUGH N AND U OF THE BACKGROUND SECTION WILL BE USED FOR SCHOOL ACCREDITATION PURPOSES. FAILURE TO COMPLETE THIS QUESTIONNAIRE MAY DETRACT FROM THE NAVY'S ABILITY TO MEET ITS TRAINING NEEDS.

WRITE YOUR NAME NEXT TO THE CODE NUMBER

_____ _____

Your name will be seen only briefly by TAEG personnel during the marking of data. It will be used to match data collected from other sources. It will then be discarded and no record of names will exist.

INSTRUCTIONS

This form is divided into four sections. Complete the form independently of other personnel. Brief instructions for each section are given below.

Section I. BACKGROUND INFORMATION. This section asks for information concerning your educational, work and personal background. All information requested is considered to have some bearing on determining necessary leadership training objectives.

Section II. LEADERSHIP JOB TASK ANALYSIS. This section deals with leadership functions that "A" school instructors/advisors may perform. Please read the questions across the top and answer each question for each function. Answer the questions from the point of view of what you personally do or think as an "A" school instructor/advisor.

Section III. CONTACTS AND COMMUNICATIONS. This section asks you about your contacts and communications with other command personnel. When asked for average frequency of contact, please choose the answer that is most accurate.

Section IV. PROFESSIONAL ATTITUDES AND BELIEFS. This section deals with attitudes or beliefs possibly related to leadership behavior. Please read the statements and indicate your agreement/disagreement.

After you have completed the form, please deliver it to the proctor. All survey data will be held in the exclusive custody of:

Director
Training Analysis and Evaluation Group
Attn: Leadership Study Group
Naval Training Center
Orlando, FL 32813

SECTION I

BACKGROUND INFORMATION

IDENTIFYING CODE NO. _____

The information collected in this section will assist in determining the degree to which personal background/characteristics should be considered in shaping leadership instruction. (Fill in or circle correct answer).

a. Rate/rating _____

b. Sex _____

c. Age _____

d. Time In Service (years completed) _____

e. Time at this command (months completed) _____

f. Years assigned a sea duty billet (years completed) _____

g. Months of service in a combat zone (months completed) _____

h. Highest number of individuals directly supervised prior to this assignment _____

i. Number of classes you have taught/led _____

j. Did you volunteer for this assignment? YES NO

k. Highest educational level attained (check one)

(1) did not graduate from high school _____

(2) high school diploma or G. E. D. _____

(3) some college or technical school (Civilian) _____

(4) associate degree _____

(5) bachelor degree _____

(6) graduate school, no degree _____

(7) graduate school, degree _____

l. Are you enrolled in a part-time educational program? YES NO

m. Have you had an LMT course? YES NO

n. Have you had an LMET course? YES NO

SECTION I (continued)

BACKGROUND INFORMATION

o. How would you describe your physical fitness? (Circle best choice)

Excellent Good Satisfactory Fair Poor

p. Height? (inches) _____

q. Weight? _____

r. Which level of students do you routinely instruct/advise?

Fleet returnees
Personnel enroute to first fleet assignment

s. Which level course do you instruct/advise?

A C

t. Which type billet do you currently hold?

Instructor (Group-paced)
Instructor (Self-paced)
Military/Barracks Advisor
Other

u. Time In Rating (months completed) _____

SECTION II

LEADERSHIP JOB TASK ANALYSIS

The statements listed in this section are designed to gather required information about actual on-the-job performance. They are not designed as, nor should be construed as, statements of or about command policies. All individual answers will be used strictly to group data into totals for charts and tables. To the extent your answers reflect your actual thinking and behavior, effectiveness of future SSC staff training can be enhanced.

	A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
1. Set class goals for military inspections and/or academic performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
2. Change class goals based on new information about individual students and their capabilities	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
3. Set specific training goals for individual students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
4. Inform class/barracks unit about unit goals	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
5. Explain Navy and SSC standards to students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
6. Implement my own ideas about training students while meeting required command standards	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
7. Speak to seniors in order to get clarification about command standards/policy	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
8. Enforce regulations	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
9. Maintain accountability; ensure that all necessary tasks are performed	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
10. Reward students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
11. Discipline students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
12. Recognize early cues that my control of the class is slipping (e.g., students taking over class discussion, "sleepers," low inspection results)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
13. Tighten class/unit discipline when I see that my control is slipping	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
14. Under unusual conditions sometimes exceed limits of authority in order to deal strongly with undesirable student behavior	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
15. Try new training techniques	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
16. Under unusual conditions, make decisions on my own when management guidelines are not clear to me	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
17. Make alternative plans in case last minute changes occur	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
18. Request transfer of militarily troublesome students to other ratings	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
19. Hold "rap" sessions as a means of identifying and solving student problems	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
20. Call to division staff's attention any problem areas with which I'm having a lot of trouble	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
21. Recommend changes to command procedures	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
22. In unusual situations where guidelines don't apply take a chance for the good of my students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
23. "Size up" situations and do things to keep from "blowing up"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
24. Investigate all sides of a problem before I decide to discipline a student	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
25. Create opportunity to relax and unwind during off duty hours	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
26. Set an example for my students in military appearance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
27. Motivate my students to do what I want without exceeding the limits of my authority	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
28. Teach Navy terms	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
29. Talk to large groups of students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
30. Talk to students one-on-one	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
31. Devise rewards and disciplinary procedures which are within the limits of my authority	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
32. Encourage students to tell me their problems so I can help them	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
33. Project my voice and/or avoid monotone speaking	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
34. Make an effort to maintain a good attitude about students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
35. Set an example for students, that is, show the students I can do what I tell them to do	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
36. Give students individual instruction	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
37. Double check to ensure that a student thoroughly understands assigned duties	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
38. Give top students additional leadership responsibilities as training progresses	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
39. Follow up on assigned duties to see that the job is done satisfactorily	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
40. Use ideas from student critique sheets	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
41. Tell students when they are doing a good job	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
42. Assist a student who gets in trouble	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
43. Analyze my class's/unit's ability to make a good team	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
44. Check strengths and weaknesses of individuals to see how to best fit them into the "group" effort	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
45. Encourage students to take part in sports activities	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
46. Encourage competition between classes (e.g., current class vs. previous class or between barracks)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
47. Encourage students to work together and help their buddies who are less capable	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
48. Encourage class/barracks unit to try to solve its problems before coming to me	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
49. Encourage class/barracks unit to learn each individual's strengths and use them to their advantage	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
50. Assign projects (duties) to small groups and let group leader assign responsibility	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
51. Let class/unit pretty much run itself when it is doing a good job	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
52. Tell "sea stories"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
53. Plan ahead several days for a new class/unit	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
54. Make a list of the most important things to do first	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
55. Make entries in a notebook of things that happen so that it will be easier to train my next class/unit	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
56. Decide which military areas/subjects require training/remediation	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
57. Plan my instructional day in blocks of time	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
58. Figure out ahead how much time to devote to various activities	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
59. Anticipate major last minute changes to daily schedule	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
60. Assist students in using their time to the best advantage	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
61. Arrange for other instructor/advisor to take charge of class/unit for part of the day	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
62. Replace student leaders when selected ones don't pan out	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
63. Match the job to the student's abilities/potential	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
64. Encourage students to give me feedback on problems they encounter in following my directions	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
65. Revise orders when individuals are obviously fatigued	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
66. Determine if class/unit is "burned out."	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
67. Pursue activities that enhance my own morale	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
68. Do something specific to keep class/barracks unit morale up	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP DOM TASK ANALYSIS

		A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
69.	Use feedback methods (e.g., critique sheets, rap sessions) to evaluate class/barracks unit morale	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
70.	Think about and analyze overall class/barracks unit discipline	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
71.	Display a good attitude regardless of my personal problems or poor response by the class/barracks unit	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
72.	Evaluate students to see when they can take on more responsible jobs	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
73.	Divide responsibility for specific training areas with other instructor/advisor (e.g., military vs. academics)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
74.	Give temporary control of minor individual and/or class/unit rewards to selected students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
75.	Delegate more authority to selected students based on readiness for greater responsibility and policy limits	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
76.	Analyze feedback on company progress	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
77.	Inspect student progress in the interval between command inspections	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
78.	Let individual students know how well they are doing in training	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
79.	Let the class/unit as a whole know how well it is doing in training	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
80. Watch student behavior in order to anticipate problems before they happen/occur	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
81. Compare progress of my class/unit to command standards	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
82. Tell students when I am pleased with their performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
83. Allow the use of specific privileges to students based on meeting certain definite standards	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
84. Go out of my way to commend a student for a good job	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
85. Make official recommendations for recognition of exemplary students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
86. Assess students' personal problems and give advice concerning best solution(s)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
87. Give advice to less experienced instructors/advisors	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
88. Set aside temporarily some aspects of my role as an authority figure and talk to a student as one adult to another	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
89. Listen to and empathize with students concerning personal problems with limited advice giving	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
90. Approach a student when I sense she or he has a problem	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

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91. Determine whether a student's problem is serious enough to need my attention	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
92. Conduct discussions with groups of students having similar problems	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
93. Refer students to other counselors (e.g., chaplain, psychologist)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
94. Tell students "You can make it through"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
95. Encourage class/barracks unit in its competition for the flag	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
96. Offer rewards for desirable performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
97. Treat students as I would want to be treated if positions were reversed	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
98. Evaluate students to determine my own expectations for the class (e.g., studying student cards)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
99. Remind myself that most of my students are adolescents	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
100. Remind myself that enlistment standards seem to be down and I must learn to live with that	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
101. Remind students of negative consequences if they fail inspections	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

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102. Conduct extra tough inspections designed to "shape up" the class/barracks unit	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
103. Cooperate and communicate with other instructors/advisors	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
104. Attempt to see the student's viewpoint in settling disputes	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
105. Advise students concerning their perceived shortcomings in the Navy and what can be done to work within the system to improve things or to cope with reality	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
106. Change my viewpoint after considering the student's viewpoint	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
107. Change my way of doing something when other instructors/advisors or division staff members show a better way	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
108. Explain future hardships of training/Navy life to students and tell them the difficulties they will encounter	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
109. Admit my mistakes and explain why they happened	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
110. Explain corrections to my mistakes as "changes"	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
111. Analyze students' mistakes and give constructive criticism	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
112. Restrict my criticism to what can be used constructively	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

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113. Plan my work out step by step before I proceed	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
114. Keep notes on "lessons learned" to help when similar problems arise in future classes/barracks units	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
115. Make an effort to give directions in language understood by students. (This may mean civilian as well as Navy terminology at different points in the class/unit cycle)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
116. Speak and act authoritatively in order to demonstrate to students my role as leader	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
117. Use "show and tell" when giving directions to students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
118. Make an extra effort to appear self-assured to get students to follow my directions	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
119. When listening to others, "filter out" information that is not important	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
120. Recognize when a student has a problem	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
121. Distinguish which incidents I should pay attention to and which ones are unimportant	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
122. Provide time for students to discuss their problems with me	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

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123. Hear the student through before I start to give advice	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
124. "Sense" when there's some problem affecting class/unit performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
125. "Go to bat" for my people when they need my backing	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
126. Negotiate conflicts between students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
127. Help students solve their disagreements	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
128. Compromise and/or negotiate when other instructors/advisors and I disagree	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
129. Require my people to meet face to face and talk over their disagreements	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
130. Discourage expressions of conflict between students (e.g., bickering)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
131. Give a "pat on the back" when I am particularly pleased with a student's performance	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
132. When the work schedule is heavy, do some of the student's work	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
133. Express openly my pleasure/displeasure with a student's behavior	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION II

LEADERSHIP JOB TASK ANALYSIS

	A. On the average, about how often do you perform this task during the training cycle of a typical class. (1) Rarely or Never (2) Occasionally (3) Fairly Often (4) Often (5) Very often	B. Check the one response that best describes how important doing this task is to the success of an instructor/advisor. (1) Detrimental (2) Of no particular consequence (3) Of some importance (4) Rather important (5) Very important	C. For the tasks with which you are familiar check the one response that best describes general ease with which you addressed the task during the first few classes you led. If you have never encountered the task leave blank. (1) Extreme Difficulty (2) Considerable difficulty (3) Some difficulty (4) With ease (5) With considerable ease
134. React excessively during moments of extreme frustration	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
135. Teach students not to question my orders or intentions	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
136. Explain why I find it necessary to give a certain order	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
137. Make it plain to students what the consequences are for disobeying my orders	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
138. Persuade students to see things my way	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
139. Make decisions which may hurt me or the class/barracks unit in the short run but are the right thing to do nevertheless	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
140. Divide training load with another staff member on the basis of training area (e.g., barracks, counseling, technical instruction)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
141. Give temporary control of minor individual and/or class/unit discipline to selected students	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
142. Give advice to more experienced instructors/advisors	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

143. Check the five areas which cause you the most difficulty in counseling/advising students. Circle those you counsel/advise on most often.

_____ Career planning	_____ Homesickness
_____ Girl/boyfriend troubles	_____ Rape/Rape Prevention
_____ VD Prevention	_____ Racial
_____ Financial	_____ Abortion
_____ Marriage	_____ Medical
_____ Military Attitude	_____ Military Performance
_____ Uniform Appearance	_____ Academic Performance
_____ Release from Navy	_____ Family Problems
_____ Legal Problems	
_____ Drug Problems	
_____ Lack of Self-Confidence	
_____ Sense of "Betrayal" by Recruiter	

144. Check the five most important methods that you rely on to tell you that you are being successful as an instructor/advisor.

_____ Academic Performance Tests

_____ Military Inspection Results

_____ General Attitude of Class/Barracks Unit

_____ Feedback from Follow-on Class Instructors/Advisors (e.g., "C" School Instructors, Fleet Supervisors)

_____ Class/Barracks Unit Morale

_____ Verbal Reports from Individual Students

_____ Verbal Reports from Student Leaders

_____ Division Level Feedback

_____ Feedback from Other Instructors/Advisors

_____ Feedback from Counterpart Instructors/Advisors of My Class

_____ Overall Impression of Class (e.g., Uniform/Barracks Appearance)

_____ Flag Awards

SECTION II (continued)

LEADERSHIP JOB TASK ANALYSIS

145. What is different about successfully leading "A" school students (or "C" school students who have come directly from "A" school) in comparison to other Navy leadership jobs you've had? (optional)
For example is the age, inexperience of students more challenging - is the nature of the job more or less demanding?

SECTION III

CONTACTS AND COMMUNICATIONS

1. On the average about how often do you, as an instructor, talk to the following individuals? (Circle the number that indicates your best answer)

At least once: (1) Daily
(2) Weekly
(3) Every two weeks
(4) Every class/unit
(5) Rarely or Never

a.	Each student individually	(1)	(2)	(3)	(4)	(5)
b.	Other instructors/advisors not associated with class/unit	(1)	(2)	(3)	(4)	(5)
c.	The class counterpart instructor/advisor	(1)	(2)	(3)	(4)	(5)
d.	Division Officer	(1)	(2)	(3)	(4)	(5)
e.	Division Level Staff Personnel	(1)	(2)	(3)	(4)	(5)
f.	Training Officer	(1)	(2)	(3)	(4)	(5)
g.	School Director/Department Head	(1)	(2)	(3)	(4)	(5)
h.	Commanding Officer/Executive Officer, SSC	(1)	(2)	(3)	(4)	(5)
i.	General Medical Personnel	(1)	(2)	(3)	(4)	(5)
j.	Dental Personnel	(1)	(2)	(3)	(4)	(5)
k.	Chaplains	(1)	(2)	(3)	(4)	(5)
l.	Red Cross Personnel	(1)	(2)	(3)	(4)	(5)
m.	HRM/CAAC/Drug Exemption	(1)	(2)	(3)	(4)	(5)
n.	Psychiatric Service Personnel	(1)	(2)	(3)	(4)	(5)
o.	Career Counselor	(1)	(2)	(3)	(4)	(5)
p.	Department Level Staff Personnel (e.g., LCPO, Administrative Personnel)	(1)	(2)	(3)	(4)	(5)
q.	Command Master Chief	(1)	(2)	(3)	(4)	(5)

SECTION IV
PROFESSIONAL ATTITUDES AND BELIEFS

Check the answer that indicates the extent of your agreement/disagreement with the following statements.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I am usually satisfied with how I lead my class/barracks unit in order to achieve success in military inspections and unit competition	( )	( )	( )	( )	( )
2.	I can work comfortably in a "competitive and cooperative" environment with other school instructors/advisors	( )	( )	( )	( )	( )
3.	I am willing to intercede with authority for my students	( )	( )	( )	( )	( )
4.	Physical and/or verbal abuse of a student is sometimes unavoidable	( )	( )	( )	( )	( )
5.	My behavior is a good model for my students to follow	( )	( )	( )	( )	( )
6.	There are times when I find it impossible to control my emotions around students	( )	( )	( )	( )	( )
7.	It is sometimes very difficult to devote my full attention to my work because of personal problems	( )	( )	( )	( )	( )
8.	I am comfortable when talking to large groups of students	( )	( )	( )	( )	( )
9.	Admonishing students is sometimes an unfortunate necessity	( )	( )	( )	( )	( )
10.	Each new student is an important "Navy person" and I tell her/him so right off	( )	( )	( )	( )	( )
11.	I get too upset when things don't go as planned	( )	( )	( )	( )	( )
12.	I reward my class/barracks unit for goud performance every chance I get	( )	( )	( )	( )	( )
13.	I often find it necessary to make changes in my daily schedule	( )	( )	( )	( )	( )

The statements listed in this section are designed to gather required information about actual on-the-job performance. They are not designed as, nor should be construed as, statements of or about command policies. All individual answers will be used strictly to group data into totals for charts and tables. To the extent your answers reflect your actual thinking and behavior, effectiveness of future SSC staff training can be enhanced.

SECTION IV (continued)
PROFESSIONAL ATTITUDES AND BELIEFS

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
14. It is often necessary for me to explain directions to students more than once	( )	( )	( )	( )	( )
15. In general, my "counterpart" and I are equally responsible for the successful training of a class	( )	( )	( )	( )	( )
16. It's alright to do a task myself if the student can't do it	( )	( )	( )	( )	( )
17. By the time she/he graduates, students have been trained to accept full responsibility for their actions as Navy people	( )	( )	( )	( )	( )
18. I have generally experienced positive results when I leave another staff member in charge in my absence	( )	( )	( )	( )	( )
19. Class leaders have too much authority for their experience level	( )	( )	( )	( )	( )
20. I have enough authority to do my job	( )	( )	( )	( )	( )
21. Shipmates (staff and/or students) respect my advice	( )	( )	( )	( )	( )
22. Students don't seem to hesitate to come to me with problems	( )	( )	( )	( )	( )
23. Generally, I don't care about the quality of students; I can train them	( )	( )	( )	( )	( )
24. I usually treat students like adults	( )	( )	( )	( )	( )
25. It is important to me that my classes get barracks flag awards	( )	( )	( )	( )	( )
26. The quality of students isn't what it used to be	( )	( )	( )	( )	( )
27. Emotions sometimes interfere with my judgment	( )	( )	( )	( )	( )

SECTION IV (continued)

PROFESSIONAL ATTITUDES AND BELIEFS

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
28. I have to work so hard, I sometimes fail to think clearly before I act	( )	( )	( )	( )	( )
29. I think my command presence is an important tool in technical training	( )	( )	( )	( )	( )
30. Students understand my directions without needing to be told more than once	( )	( )	( )	( )	( )
31. My own feeling of self-confidence affects how successful my students are	( )	( )	( )	( )	( )
32. I am the first to discipline my people if they make a mistake	( )	( )	( )	( )	( )
33. My word is final when students disagree among themselves	( )	( )	( )	( )	( )
34. Sometimes other instructors/advisors come to me to help them solve their conflicts with their superiors	( )	( )	( )	( )	( )
35. Most problems will solve themselves, if you give them time	( )	( )	( )	( )	( )
36. Students might lose their tempers if I force them to talk out their differences with each other; therefore, I usually let things alone for awhile	( )	( )	( )	( )	( )
37. You generally have to give more consideration to women students because women are more emotional	( )	( )	( )	( )	( )
38. When permitted, off duty social interaction between staff members and students (of a personal nature) should not appreciably affect training and/or discipline	( )	( )	( )	( )	( )
39. Staff members' occasionally doing some of a slow students' work for him/her encourages cooperation.	( )	( )	( )	( )	( )

SECTION IV (continued)

PROFESSIONAL ATTITUDES AND BELIEFS

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
40.	I can express my pleasure/displeasure with a students' behavior and still maintain my professionalism	( )	( )	( )	( )	( )
41.	It is unprofessional to let a student know you are pleased with his success by such behavior as slapping him/her on the back or showing excitement	( )	( )	( )	( )	( )
42.	My students know I will support them no matter what	( )	( )	( )	( )	( )
43.	I don't tolerate students questioning my orders or intentions	( )	( )	( )	( )	( )
44.	I usually can persuade students to see things my way	( )	( )	( )	( )	( )
45.	Male students sometimes misinterpret female staff members' professional attention/help/discipline as personal friendship/interest	( )	( )	( )	( )	( )
46.	Extra tough "shaping up" inspections are important in the training of "A" school students	( )	( )	( )	( )	( )
47.	Student MAAs have too much authority for their experience level	( )	( )	( )	( )	( )
48.	I may respond differently to the same behavior depending upon the individual	( )	( )	( )	( )	( )
49.	I am successful at finding ways to reward students for doing a good job	( )	( )	( )	( )	( )
50.	When I first came here my command presence needed polishing	( )	( )	( )	( )	( )

APPENDIX D

COMPETENCY SCALE CONSTRUCTION PROCEDURES

Competency scales were constructed in two steps. In the first step, survey items about RCC and "A" School instructor leadership behavior were classified as representing one of 25 competencies. The frequency of performance was used as the empirical basis for the competency scales. This was based on the belief that behaviors that are part of the same domain of leadership activity should occur with similar frequency. Thus, a priori classifications of items were used to establish the initial version of the scales. Scale frequency scores were calculated by taking the mean frequency for all respondents of all the items constituting a competency scale and assigning that mean value as the frequency of performance score for that competency. Scales measuring the other attributes of competencies (i.e., importance and difficulty of performance) were computed in the same manner based on responses to the appropriate questions.

In the second step, a step-wise item analysis was used to determine which items contributed to the reliability of the scale. This procedure involved first calculating Cronbach's (1951) coefficient alpha for the entire a priori scale using the RELIABILITY procedure in Hull and Nie's (1981) Statistical Package for the Social Sciences (SPSS Update 7-9). The alpha for the scale with each of the items removed and the correlation of each item with the sum of the remaining items were also calculated. The rules for item exclusion were fairly simple. Any item with a negative or low positive correlation with the rest of the scale was excluded. Any item whose removal increased the coefficient alpha of the scale appreciably was retained. This procedure was repeated for the remaining sets of items until no items seemed appropriate for removal or until the scale was determined to be unsalvageable (i.e., did not achieve an alpha of 0.55 or greater).

APPENDIX E

MISSION OF RECRUIT TRAINING, FOLLOW-ON BASIC TECHNICAL TRAINING AND THE INTEGRATED TRAINING BRIGADE

RECRUIT TRAINING

> The mission of Navy Recruit Training is to provide indoctrination and orientation in basic skills and knowledge for newly enlisted naval personnel which will enable them to make the transition from civilian to the Navy environment as dedicated and productive members of the United States Naval Service, and prepare them for follow-on specialized training.[1]

FOLLOW-ON BASIC TECHNICAL TRAINING

> The mission of a Service School Command is to administer those schools assigned by the Chief of Naval Education and Training...in order to prepare (personnel) for early usefulness afloat in their designated specialty...[2]

INTEGRATED TRAINING BRIGADE

> To provide the military organization traditional in the Armed Forces of the United States and a General Military Training Program for selected CNTECHTRA activity students which will ensure that strong motivation for Naval Service at sea or ashore is inculcated into each student by enhancing and building upon the foundation of discipline and military training laid in Recruit Training. To this end, the Integrated Training Brigade shall:
>
> a. Foster patriotism and the desire for service to the nation in the Navy.
>
> b. Instill high standards of military bearing, conduct, and personal responsibility.

[1] Chief of Naval Technical Training, Curriculum Outline for U.S. Navy Recruit Training, X777-7770, December 1981, NAS Memphis, Millington, TN.

[2] SERVSCOLCOMORLINST 5450.1A. Standard Organization Manual. (Follow-on basic technical training occurs at a variety of commands but the mission statement of SERVSCOLCOM, Orlando, is considered typical of the missions for follow-on basic technical training sites.)

MISSION OF RECRUIT TRAINING, FOLLOW-ON BASIC TECHNICAL TRAINING AND THE INTEGRATED TRAINING BRIGADE (continued)

c. Teach and develop the desire to observe naval customs and traditions.

d. Develop pride in the Navy and unit.

e. Promote physical fitness.[3]

[3]CNTECHTRAINST 5453.2, Recommended Standard Organization and Regulations Manual for the Integrated Training Brigade, Chief of Naval Technical Training, NAS Memphis, Millington, TN.

APPENDIX F

FUNCTIONS AND DUTIES OF RECRUIT COMPANY COMMANDERS AND ITB COMPANY COMMANDERS (AND "A" SCHOOL INSTRUCTORS PERFORMING MAJOR LEADERSHIP ROLES)

RECRUIT COMPANY COMMANDERS[1]

When assigned to lead a company, the RCC is responsible for the following duties and functions:

1. Receives and forms the company and provides an initial indoctrination

2. Organizes the administration of the company; selecting and instructing recruit petty officers; instructing unit on proper watchstanding procedures, liberty policy, and RTC/NTC regulations pertaining to recruit activities

3. Conducts and supervises administrative activities, including use of forms, records, and reports required for the recruit training program

4. Monitors the current master training schedule, ensuring that the company is present for all scheduled activities

5. Establishes company discipline, in accordance with RTC standards of individual and group behavior, and initiates corrective action in instances of violations and deficiencies

6. Provides individual and group instruction of recruits in the following subjects:

- RTC watchstanding
- Military courtesy
- Personal hygiene
- Barracks orientation
- Barracks sanitation
- Daily routine
- Clothes folding/stowage
- Uniform wearing
- Basic military drill
- Competitive system at RTC
- Bunk makeup
- Recruit training unit orientation
- RTC/NTC rules and regulations

[1]NAVCRUITCOMORLINST 5400.1, Company Commander's Guide, Recruit Training Command, Orlando, FL

FUNCTIONS AND DUTIES OF RECRUIT COMPANY COMMANDERS AND ITB COMPANY COMMANDERS (AND "A" SCHOOL INSTRUCTORS PERFORMING MAJOR LEADERSHIP ROLES) (continued)

7. Conducts or supervises recruit physical conditioning program.

8. Prepares the company for evaluations and inspections.

9. Provides guidance and counseling for recruits, referring them to appropriate activities for assistance with personal problems as necessary.

ITB COMPANY COMMANDERS[2]

The ITB Company Commander shall:

1. Execute the daily routine for the company as prescribed by the Regimental Commander/OIC and higher authority.

2. Conduct the approved General Military Training Program as planned and scheduled by the Regimental Adjutant.

3. Maintain the military training records of assigned company personnel.

4. Submit training reports to the Battalion Adjutant.

5. Conduct the Physical Training Program for assigned company personnel. Maintain the individual records of physical training.

6. Muster, form up, and march assigned company to and from classes, meals, and other evolutions prescribed by the daily routine of the company. Submit muster reports to the Batallion Adjutant.

7. Conduct personnel, unaccompanied enlisted personnel housing (UEPH), security, sea bag, and other inspections as directed by competent authority.

[2]CNTECHTRAINST 5453.2, Recommended Standard Organization and Regulations Manual for the Integrated Training Brigade, 15 September 1980, Chief of Technical Training, NAS Memphis, Millington, TN.

FUNCTIONS AND DUTIES OF RECRUIT COMPANY COMMANDERS AND ITB COMPANY COMMANDERS (AND "A" SCHOOL INSTRUCTORS PERFORMING MAJOR LEADERSHIP ROLES) (continued)

8. Participate in the administration of the Uniform Code of Military Justice by screening company personnel placed on report and making recommendations for disposition of offenses. Accompany assigned personnel to Captain's Mast or Officer-in-Charge Mast. The responsibility for screening offenses may not be delegated to the Assistant Company Commander.

9. Assign Extra Military Instruction in accordance with local directives on appropriate cases and record EMI assigned. Authority to assign EMI may not be delegated to the Assistant Company Commander.

10. Maintain a log of members of his company who are assigned restriction and/or extra duty or EMI in the company UEPH.

11. Ensure the day-to-day cleanliness, storage, and neatness of assigned UEPH spaces and exterior areas assigned to the company.

12. Submit vandalism reports to the Batallion Adjutant.

13. Promptly process special requests of assigned company personnel. Action on request chits should be completed and the requester notified of results within twenty-four hours of submission.

14. Maintain a master log of theft reports.

15. Provide guidance and counseling on personal, military, and administrative matters to assigned company personnel, placing emphasis on preventing problems by timely involvement when possible. The Company Commander must continuously encourage assigned personnel to come forward with problems before a disciplinary, academic, or emotional crisis ensues.

16. Present at all times the highest standards of military integrity, appearance, bearing, courtesy, and pride in service as a personal example to all student personnel.

FUNCTIONS AND DUTIES OF RECRUIT COMPANY COMMANDERS AND ITB COMPANY COMMANDERS (AND "A" SCHOOL INSTRUCTORS PERFORMING MAJOR LEADERSHIP ROLES) (continued)

17. Maintain the master key for company berthing spaces and a log of changes to room locks and new keys cut.

18. Issue refund applications to the company member for money lost in NEX dispensing machines.

19. Initiate requests for unit funds and special services gear for company parties.

20. Visit all hospitalized trainees assigned to the company.

21. Perform such other duties as may be assigned.

APPENDIX G

NAVY OFFICERS AND SENIOR PETTY OFFICERS INTERVIEWED

Echelon	Officers and Petty Officers Interviewed
Chief of Naval Operations	Master Chief Petty Officer of the Navy
Deputy Chief of Naval Operations (Manpower, Personnel and Training)/ Chief of Naval Personnel	Director, Total Force Planning Division Director, Human Resource Management Division Fleet Master Chief for Shore Commands Chaplain, Family Support Programs Branch
Chief of Naval Education and Training	Principal Deputy, Chief of Naval Education and Training and Chief of Staff Force Master Chief Special Assistant for Human Resource Management Assistant Chief of Staff for Recruit and Special Training Operations Recruit/Apprentice/Officer Indoctrination and Warfare Training Officer Chaplain Other Selected Staff Members
Chief of Naval Technical Training	Chief of Naval Technical Training Command Master Chief Assistant Chief of Staff for Air Warfare and Recruit and Apprentice Training Commanding Officer, Naval Management Schools Group Other Selected Staff Members
Commander, Naval Training Center, Orlando	Commander, Naval Training Center Command Master Chief Staff Judge Advocate Marine Corps Liaison Officer, Naval Training Equipment Center
Commanding Officer, Recruit Training Command, Orlando	Commanding Officer Executive Officer Command Master Chief Director, Military Training Department Leading Chief Petty Officer, Military Training Department Military Evaluation Division Officer Human Resources Management Officer Leading Chief Petty Officer, Company Commander School Thirty Selected Company Commanders

NAVY OFFICERS AND SENIOR PETTY OFFICERS INTERVIEWED (continued)

Commanding Officer, Service School Command, Orlando	Commanding Officer Executive Officer Command Master Chief Director, Basic Electricity and Electronics School Torpedoman "C" School Division Officer Career Counselor/Curriculum Instructional Standards Officer Sixteen Selected "A" School Instructors

APPENDIX H

OTHER SERVICE OFFICERS AND NONCOMMISSIONED OFFICERS INTERVIEWED

Service	Personnel Interviewed
Army	Initial Entry Training Director and Staff, DCS Training - ATTG, U.S. Army Training and Doctrine Command, Fort Monroe
	Operations and Training Staff, U.S. Army Training Center, Fort Jackson
	Company Commander, 4th Combat Support Training Brigade, Fort Jackson
	Battalion Sergeant Major, 4th Combat Support Training Brigade, Fort Jackson
	Drill Sergeant, 4th Combat Support Training Brigade, Fort Jackson
Marine Corps	Marine Corps Liaison Officer, Naval Training Equipment Center, Orlando
	Commanding Officer, Recruit Training Regiment, Marine Corps Recruit Depot (MCRD), Parris Island
	Executive Officer, Recruit Training Regiment MCRD, Parris Island
	Officer-in-Charge, Drill Instructor School, MCRD, Parris Island
	Sergeant Major, Drill Instructor School, MCRD, Parris Island
	Senior Leadership Instructor, Drill Instructor School, MCRD, Parris Island
	Drill Instructors, Recruit Training Regiment, MCRD, Parris Island
Air Force	Operations Officer, Basic Military Training School (BMTS), Lackland AFB
	Squadron Commander, BMTS, Lackland AFB
	Commandant, MTI School, BMTS, Lackland AFB
	Military Training Instructors, BMTS, Lackland AFB

APPENDIX I

REVIEW OF MILITARY LEADERSHIP COURSES

Seven relevant military leadership courses, or course segments, were identified and reviewed. They were the:

- Leading Petty Officer (LPO) LMET course
- Leading Chief Petty Officer (LCPO) LMET course
- Past Recruit Company Commander school leadership training materials
- Human Behavior and Leadership Nonresident Career Course (NAVEDTRA 10058.B)
- U.S. Marine Corps Drill Instructor School leadership training course segments
- U.S. Army Drill Sergeant School leadership training course segments
- Computerized Evaluation and Training System (CETS).

Three of the courses were selected for further detailed analysis because each met the condition of (1) systematic design and (2) focus on the intended student population (mid and/or senior level Navy petty officers and/or Navy recruit company commanders). These were the LPO LMET course, the LCPO LMET course and the CETS. The LPO and LCPO LMET course were grouped together in this analysis due to their similarity in curriculum and method of instruction. Other service IET leadership training was examined in order to determine general instructional techniques and the manner in which leadership training was integrated with other job preparatory training.

LPO AND LCPO LMET COURSE REVIEW AND ANALYSIS. The LPO and LCPO LMET courses are 10-day leadership and management courses specifically designed for Navy petty officers or chief petty officers, respectively, who are en route to fleet assignments as LPO/LCPOs. The instructional content is essentially the same for each group but with application exercises and peer/student milieu controlled to maximize learning. The instructional content is based on the following set of sixteen competencies organized into five groups which research (Klemp, Munger, and Spencer, 1977) has shown to be those competencies which distinguish superior Navy leaders from the average performers:

- Concern for Efficiency and Effectiveness
  - .. Setting goals and performance standards
  - .. Taking initiative
- Management Control

.. Planning and organizing
.. Optimizing use of resources
.. Delegating
.. Monitoring results
.. Rewarding
.. Disciplining

. Skillful Use of Influence

.. Influencing
.. Team building
.. Developing subordinates
.. Exercising self-control

. Advising and Counseling

.. Expressing positive expectations
.. Expressing realistic expectations
.. Understanding

. Conceptual Thinking

.. Conceptualizing

The LPO/LCPO LMET course design followed systematic development procedures. One hundred eighty-two Navy leaders from mid-level petty officers to senior officers comprised largely of fleet personnel from both Atlantic and Pacific fleets were interviewed extensively concerning their own leadership behavior -- good and bad. Systematic analysis of interview data produced 27 competency areas that accounted for much of the difference in superior and average leadership performance of the individuals interviewed. During the course design process the 27 competencies were consolidated into the 16 cited above for ease/clarity/appropriateness of instruction.

To help determine the relevance of the LPO/LCPO LMET course for training unit leaders involved in the early military training of new sailors, 281 RTC, Orlando, RCCs and 89 SERVSCOLCOM, Orlando, instructors were surveyed. Approximately 21 percent of current RCCs and SERVSCOLCOM instructors had, at the had, at the time of the survey, completed the LPO/LCPO course. Because of sample size considerations, an assessment was made of the LPO/LCPO course only as it applies to RCCs. For this purpose, peer and staff performance data for all RCCs were collected as presented in the body of this report. Performance assessments were made of 281 RCCs.

Rate and gender data were collected in order to assess the interplay of course completion and these variables on performance as RCCs.

Table I-1 presents the frequencies of RCCs who fall into one of the three performance levels by gender, rate, and LMET course completion.

From table I-1, it appears that a disproportionate number of both men and women PO2s who did not complete an LMET course are rated as below average.

TABLE I-1. THE FREQUENCY OF THREE LEVELS OF PERFORMERS AMONG LPO/LCPO LMET COURSE COMPLETERS AND NONCOMPLETERS FOR MEN AND WOMEN RCCs

Gender	Rate	LMET Course Completion	Levels of Performance		
			Below Average	Average	Superior
WOMEN	PO2	NO	14	19	2
		YES	2	8	1
	PO1 and above	NO	6	30	9
		YES	0	8	2
MEN	PO2	NO	10	8	0
		YES	0	1	0
	PO1	NO	8	23	9
		YES	0	8	1
	CPO and above	NO	7	46	12
		YES	2	21	4

The effect is statistically significant overall (X^2 = 42.40 df = 18, $p \leq .001$).

Thus, there is an indication that prior LMET course completion may benefit junior or less experienced personnel, particularly by reducing the number of below average performers. However, this study was not designed to evaluate the effectiveness of LPO/LCPO LMET. Therefore, the primary use of these findings should be to assist in the design of an RCC and "A" School instructor LMET course. In particular, this finding suggests that the primary benefits of LMET may be realized among less experienced junior personnel and that the competencies taught in the LPO/LCPO LMET course may be relevant to the job of an RCC.

CETS REVIEW AND ANALYSIS. CETS was a multi-media self-paced computer assisted training program designed to improve RCCs' leadership and human

relations skills. The CETS training was designed, tested and briefly implemented at RTC, Orlando from 1975-1978. The conceptual framework of the training was theoretical and involved a priori classification of effective leadership behavior into three general job competencies.

- setting goals
- giving instructions
- providing feedback

The methods for accomplishing those competencies were grouped into two basic areas for instruction.

- being clear
- being motivating.

Being clear involved teaching those behaviors designed to help subordinates overcome deficiencies in knowledge and emphasized being concrete, timely, and clear.

Being motivating involved behavior formulated to help subordinates overcome deficiencies in execution and included being reasonable, relevant, considerate and human.

The course design contained principles of industrial/organizational leadership judged by the course developer to be important skills for the RCC to possess. Considerable adaptation of materials to the particular student group was made after extensive interviews with job incumbents. Some conflict between students' perceptions of role success and course design perceptions was evident and acknowledged.

Student performance was extensively evaluated on the basis of training skill performance, on-the-job performance and company performance. Based on test results, the skills taught to a group of RCCs with CETS techniques were learned to a higher level than a control group in 14 of the 19 modules. No significant differences were found between graduates and nongraduates in actual on-the-job performance and in the performance of their companies on standard training measures. Measures of recruits' attitudes toward and perceptions of their RCC's behavior did reflect positive differences (better recruit attitudes and higher reported frequency of trained behavior in RCCs) in companies whose RCCs had received the training. The data did suggest that some erosion of RCC leadership training effects may have occurred as RCCs came into contact with nonCETS-trained but more experienced RCCs.

Subsequent instructional design improvements in CETS contained extensive use of video tapes of actual RCC-recruit interactions displaying use/nonuse of the skill under instruction. In addition, an experimental individual RCC diagnostic and remedial training capability was developed through the use of computers based on company performance and attitude data.

While the efficacy of the course in terms of improving standard measurable performance of RCCs was not established, the course assessment

did demonstrate that computer assisted instruction in some areas of leadership or human relations training can effectively teach behavioral skills which carry over into the recruit company environment. An important observation was that training designed from a largely theoretical framework can run into "acceptance" problems among prospective RCCs.

OTHER SERVICE IET LEADERSHIP TRAINING. Two features of other service IET staff leadership training were noted. Regular use is made of short videotaped vignettes of typical leadership problems for students' reaction and discussion. In addition, other service IET staff leadership training is a regular segment of the required job preparatory training and is taught by regular trainers who teach other segments of the training as well.

SUMMARY. Prior completion of an LMET course, even with its fleet orientation, may be helpful to junior RCCs. Consequently, the 16 basic competencies taught in the LPO/LCPO courses may comprise a rough benchmark for development/specialization of an LMET course for RCCs. The CETS training demonstrates that instructional systems/media such as computer assisted instruction and video tapes can be effective in teaching RCC leadership techniques. The problems associated with student acceptance of CETS training material points to the requirement to use materials designed to teach successful performance as defined by actual successful performers and approach importation of theoretical leadership constructs from outside (i.e., nonmilitary) sources with care. Other service IET staff leadership training supports the use of videotapes of leadership problems as a teaching technique.

APPENDIX J

DEMOGRAPHIC PROFILES OF MEN AND WOMEN RECRUIT COMPANY COMMANDERS AT RTC, ORLANDO

DEMOGRAPHIC PROFILES OF MEN AND WOMEN RECRUIT COMPANY COMMANDERS AT RTC, ORLANDO

Rate	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
PO2	19	11.0	47	44.3
PO1	54	31.4	48	45.3
CPO	56	32.6	9	8.5
SCPO	30	17.4	0	0.0
MCPO	12	7.0	0	0.0
Missing/Unknown	1	0.6	2	1.9
Total	172	100.0	106	100.0

Rating Group	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Deck	32	18.6	3	2.8
Ordnance	15	8.7	2	1.9
Electronics	1	0.6	2	1.9
Administration	17	9.9	69	65.1
Engineering	53	30.8	3	2.8
Construction	6	3.5	0	0.0
Aviation	29	16.9	14	13.2
Missing/Unknown	19	11.0	13	12.3
Total	172	100.0	106	100.0

Age	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
25 or younger	16	9.3	24	22.6
26-30	35	20.4	51	48.1
31-35	47	27.3	20	18.9
36-40	54	31.4	8	7.5
41 or older	20	11.6	3	2.8
Total	172	100.0	106	100.0

Years In Service	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
4 or less	1	0.6	4	3.8
5-8	34	19.8	71	67.0
9-12	31	18.0	17	16.0
13-16	30	17.5	6	5.7
17-20	46	26.7	7	6.6
21 or more	30	17.4	1	0.9
Total	172	100.0	106	100.0

DEMOGRAPHIC PROFILES OF MEN AND WOMEN RECRUIT COMPANY COMMANDERS AT RTC, ORLANDO (continued)

Months of Duty at an RTC	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
0-6	13	7.6	6	5.7
7-12	17	9.9	18	17.0
13-18	32	18.6	35	33.0
19-24	52	30.2	27	25.4
25-30	16	9.3	7	6.6
31-36	29	16.9	9	8.5
37-42	5	2.9	2	1.9
43-48	4	2.3	0	0.0
49 or more	4	2.3	2	1.9
Total	172	100.0	106	100.0

Years Sea Duty	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
0	1	0.6	78	73.6
1-2	1	0.6	15	14.2
3-4	27	15.7	11	10.4
5-6	31	18.0	1	0.9
7-8	27	15.7	0	0.0
9-10	30	17.4	0	0.0
11-12	20	11.6	0	0.0
13-14	24	14.0	0	0.0
15-16	6	3.5	0	0.0
17 or more	5	2.9	0	0.0
Missing/Unknown	0	0.0	1	0.9
Total	172	100.0	106	100.0

Months Combat Duty	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
0	87	50.6	105	99.1
1-12	45	26.1	1	0.9
13-14	28	16.3	0	0.0
15-25	12	7.0	0	0.0
Total	172	100.0	106	100.0

DEMOGRAPHIC PROFILES OF MEN AND WOMEN RECRUIT COMPANY COMMANDERS AT RTC, ORLANDO (continued)

Number of Persons Previously Supervised	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
0	3	1.7	15	14.2
1-2	0	0.0	8	7.5
3-6	13	7.6	43	40.7
7-10	17	9.9	14	13.2
11-15	22	12.8	8	7.5
16-20	15	8.7	8	7.5
21-30	27	15.7	6	5.7
31-50	32	18.6	1	0.9
51 or more	43	25.0	3	2.8
Total	172	100.0	106	100.0

Number of Companies Lead	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
0	2	1.2	0	0.0
1-2	13	7.6	13	12.3
3-4	69	40.1	62	58.5
5-6	56	32.6	21	19.8
7-8	14	8.1	6	5.7
9-10	15	8.7	1	0.9
11 or more	3	1.7	3	2.8
Total	172	100.0	106	100.0

RCC Volunteer	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Yes	146	84.9	75	70.8
No	26	15.1	31	29.2
Total	172	100.0	106	100.0

Family Status	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Married, living w/family	132	76.7	32	30.2
Married, not living w/family	16	9.3	9	8.5
Single, not living w/dependents	22	12.8	54	50.9
Single, living w/dependents	2	1.2	11	10.4
Total	172	100.0	106	100.0

DEMOGRAPHIC PROFILES OF MEN AND WOMEN RECRUIT COMPANY COMMANDERS AT RTC, ORLANDO (continued)

Number of Childern	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
0	34	19.7	70	66.0
1	27	15.7	23	21.7
2	60	34.9	11	10.4
3	28	16.3	2	1.9
4	17	9.9	0	0.0
5	3	1.7	0	0.0
6	2	1.2	0	0.0
7	1	0.6	0	0.0
Total	172	100.0	106	100.0

Number of Community Activities	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
0	107	62.2	79	74.5
1	38	22.1	17	16.1
2	14	8.1	4	3.8
3	6	3.5	5	4.7
4	5	2.9	0	0.0
5	2	1.2	1	0.9
Total	172	100.0	106	100.0

Level of Education	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Less Than High School	13	7.5	0	0.0
High School Diploma	98	57.0	44	41.5
Some College	54	31.4	52	49.1
Associate Degree	5	2.9	10	9.4
Bachelor Degree	0	0.0	0	0.0
Some Graduate School	2	1.2	0	0.0
Total	172	100.0	106	100.0

Current Participation In Part-Time Education	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Yes	11	6.4	20	18.9
No	160	93.0	85	80.2
Missing/Unknown	1	0.6	1	.9
Total	172	100.0	106	100.0

DEMOGRAPHIC PROFILES OF MEN AND WOMEN RECRUIT COMPANY COMMANDERS AT RTC, ORLANDO (continued)

LMT Course	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Yes	96	55.8	38	35.9
No	75	43.6	67	63.2
Missing/Unknown	1	0.6	1	0.9
Total	172	100.0	106	100.0

LMET Course	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Yes	37	21.5	22	20.7
No	124	72.1	82	77.4
Missing/Unknown	11	6.4	2	1.9
Total	172	100.0	106	100.0

Spouse Active Outside Home	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Yes	91	52.9	30	28.3
No	53	30.8	8	7.6
Not Applicable	19	11.1	61	57.5
Missing/Unknown	9	5.2	7	6.6
Total	172	100.0	106	100.0

Necessary to Have Second Income	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Yes	59	34.3	40	37.8
No	108	62.8	56	52.8
Missing/Unknown	5	2.9	10	9.4
Total	172	100.0	106	100.0

Physical Fitness (Self Report)	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Excellent	46	26.7	19	17.9
Good	82	47.7	57	53.8
Satisfactory	36	20.9	17	16.1
Fair	8	4.7	10	9.4
Poor	0	0.0	2	1.9
Missing/Unknown	0	0.0	1	0.9
Total	172	100.0	106	100.0

Within Weight Standards	Men	Rel. Frequ. (%)	Women	Rel. Frequ. (%)
Yes	153	89.0	97	91.5
No	19	11.0	9	8.5
Total	172	100.0	106	100.0

APPENDIX K

DEMOGRAPHIC PROFILE OF "A" SCHOOL INSTRUCTORS AT SERVSCOLCOM, ORLANDO

DEMOGRAPHIC PROFILE OF "A" SCHOOL INSTRUCTORS
AT SERVSCOLCOM, ORLANDO

Rate	Frequency	Relative Frequency (%)
PO3	1	1.1
PO2	27	30.3
PO1	36	40.4
CPO	18	20.2
SCPO	5	5.6
MCPO	2	2.2
Missing/Unknown	0	0.0
Total	89	100.0

Rating Group	Frequency	Relative Frequency (%)
Deck	16	18.0
Ordnance	35	39.3
Electronics	10	11.2
Administration	2	2.2
Engineering	15	16.9
Construction	0	0.0
Aviation	6	6.7
Missing/Unknown	5	5.6
Total	89	100.0

Age	Frequency	Relative Frequency (%)
25 or younger	23	25.8
26-30	23	25.8
31-35	27	30.3
36-40	11	12.4
41 or older	5	5.6
Total	89	100.0

DEMOGRAPHIC PROFILE OF "A" SCHOOL INSTRUCTORS
AT SERVSCOLCOM, ORLANDO (continued)

Years In Service	Frequency	Relative Frequency (%)
4 or less	2	2.2
5-8	41	46.1
9-12	18	20.2
13-16	12	13.5
17-20	10	11.2
21 or more	6	6.7
Total	89	100.0

Months of Duty at SERVSCOLCOM	Frequency	Relative Frequency (%)
6 or less	29	32.6
7-12	17	19.1
13-18	16	18.0
19-24	8	9.0
25-30	2	2.2
31-36	15	16.9
37-42	2	2.2
43-48	0	0.0
49 or more	0	0.0
Total	89	100.0

Years Sea Duty	Frequency	Relative Frequency (%)
0	5	5.6
1-2	5	5.6
3-4	23	25.8
5-6	27	30.3
7-8	11	12.4
9-10	9	10.1
11-12	4	4.5
13-14	2	2.2
15-16	3	3.4
17 or more	0	0.0
Total	89	100.0

DEMOGRAPHIC PROFILE OF "A" SCHOOL INSTRUCTORS
AT SERVSCOLCOM, ORLANDO (continued)

Months Combat Duty	Frequency	Relative Frequency (%)
0	69	77.5
1-12	12	13.5
13-24	7	7.9
25 or more	1	1.1
Total	89	100.0

Number of Persons Previously Supervised	Frequency	Relative Frequency (%)
0	1	1.1
1-2	4	4.5
3-6	12	13.5
7-10	16	18.0
11-15	16	18.0
16-20	6	6.7
21-30	11	12.4
31-50	9	10.1
51 or more	14	15.7
Total	89	100.0

Number of Classes Taught	Frequency	Relative Frequency (%)
0	25	28.1
1-2	9	10.1
3-4	14	15.7
5-6	2	2.2
7-8	4	4.5
9-10	3	3.4
11 or more	32	36.0
Total	89	100.0

DEMOGRAPHIC PROFILE OF "A" SCHOOL INSTRUCTORS
AT SERVSCOLCOM, ORLANDO (continued)

Instructor Volunteer	Frequency	Relative Frequency (%)
Yes	75	84.3
No	14	15.7
Total	89	100.0

Educational Level	Frequency	Relative Frequency (%)
Less than High School	6	6.7
High School Diploma	40	44.9
Some College	28	31.5
Associate Degree	13	14.6
Bachelor Degree	2	2.2
Some Graduate School	0	0.0
Total	89	100.0

Current Participation In Part-Time Education	Frequency	Relative Frequency (%)
Yes	18	20.2
No	71	79.8
Total	89	100.0

LMT Course Completion	Frequency	Relative Frequency (%)
Yes	29	32.6
No	60	67.4
Total	89	100.0

LMET Course Completion	Frequency	Relative Frequency (%)
Yes	18	20.2
No	69	77.5
Missing/unknown	2	2.3
Total	89	100.0

DEMOGRAPHIC PROFILE OF "A" SCHOOL INSTRUCTORS
AT SERVSCOLCOM, ORLANDO (continued)

Physical Fitness (Self Report)	Frequency	Relative Frequency (%)
Excellent	21	23.6
Good	55	61.8
Satisfactory	9	10.1
Fair	3	3.4
Poor	0	0.0
Missing/unknown	1	1.1
Total	89	100.0

Within Weight Standards	Frequency	Relative Frequency (%)
Yes	77	86.5
No	12	13.5
Total	89	100.0

APPENDIX L

RESULTS OF STATISTICAL CALCULATIONS REQUIRED FOR AN ANALYSIS OF THE RELIABILITY OF SURVEY COMPETENCY SCALES

This appendix consists of two tables. Table L-1 contains Cronbach's coefficient alpha values for 16 RCC leadership competency scales, while table L-2 presents the same values for 17 "A" School instructor competency scales.

TABLE L-1. CRONBACH'S COEFFICIENT ALPHA FOR 16 RCC LEADERSHIP COMPETENCIES

Competency	Coefficient Alpha		
	Frequency	Importance	Difficulty
Taking Initiative	.68	.60	.73
Planning and Organizing	.67	.71	.86
Optimizing Use of Resources	.77	.74	.89
Delegating Authority	.68	.63	.71
Monitoring Results	.61	.63	.81
Maintaining Control of Assigned Unit	.74	.75	.88
Influencing	.71	.80	.86
Developing Subordinates	.67	.70	.83
Team Building	.65	.72	.84
Projecting Realistic Expectations	.56	.57	.65
Understanding	.67	.70	.83
Conceptualizing	.63	.70	.79
Advising and Counseling	.77	.79	.82
Helping	.69	.74	.82
Resolving Conflicts	.69	.65	.81
Compelling	.66	.57	.83

TABLE L-2. CRONBACH'S COEFFICIENT ALPHA FOR 17 "A" SCHOOL INSTRUCTOR LEADERSHIP COMPETENCIES

Competency	Coefficient Alpha		
	Frequency	Importance	Difficulty
Taking Initiative	.70	.69	.76
Planning and Organizing	.85	.86	.86
Optimizing Use of Resources	.88	.87	.91
Delegating Authority	.81	.77	.88
Monitoring Results	.80	.86	.83
Maintaining Control of Assigned Unit	.86	.86	.87
Influencing	.76	.85	.90
Developing Subordinates	.82	.83	.88
Team Building	.86	.86	.85
Projecting Realistic Expectations	.70	.70	.76
Understanding	.81	.83	.85
Conceptualizing	.66	.70	.77
Advising and Counseling	.80	.84	.90
Helping	.77	.77	.89
Resolving Conflicts	.87	.90	.92
Compelling	.77	.78	.85
Projecting Positive Expectations	.73	.68	.77

APPENDIX M

COMPETENCY DEFINITIONS AND BEHAVIORAL INDICATORS

Operational definitions of the competencies listed in the body of this technical report are contained in this appendix. Behavioral indicators of these competencies for the RCC and/or "A" School instructor are also provided.

COMPETENCY	SELECTED BEHAVIORAL INDICATORS
Taking Initiative (Acting on one's own responsibility, self-starting, anticipating situations rather than reacting to them, initiating new action or plans without being told to do so, accomplishing tasks resourcefully and persistently.)	Try new training techniques
	Make decisions on one's own when management guidelines are not clear
	Make alternative plans in case last minute changes occur
	Request transfer of militarily troublesome recruits/ students to other companies, special companies, or other units
	Call to division staff's attention any problem areas with which experiencing trouble
	Recommend changes to command procedures
	Take a chance for the good of assigned recruits/students
Planning and Organizing (Identifying action steps, resources, or obstacles involved in reaching an objective, preparing schedules, setting priorities, getting a unit organized, managing time.)	Plan ahead several days for a new company/class/unit
	Make a list of the most important things to do first
	Make entries in a notebook of things that happen so that it will be easier to train the next company/class
	Decide which military subjects to teach first and which require remediation
	Plan the day in blocks of time
	Figure out ahead how much time to devote to various activities

Optimizing Use of Resources
(Matching subordinates and jobs to get the best performance, using the human resources available, determining the optimum relationship between training requirements and unit morale, avoiding unit burnout.)

Delegating Authority
(Assigning responsibility for task accomplishment, and commensurate authority, to subordinates; using the chain-of-command to require subordinates to share in task management; encouraging subordinates to seek responsibility without waiting for direct orders.)

Anticipate major last minute changes to daily schedule

Assist recruits/students in using their time to the best advantage

Divide work time with partner or arrange for other instructor/advisor to take charge of class/unit for part of day

Replace recruit petty officers/student leaders when certain ones selected do not pan out

Match the job to the recruit's/student's abilities

Encourage recruits/students to give feedback on problems they encounter in following directions

Revise orders when individuals are obviously fatigued

Do something specific to keep one's morale up

Do something specific to keep company/class/barracks' morale up

Think about and analyze overall company discipline

Evaluate recruits/students to see when they can take on more responsible jobs

Divide authority and responsibility for specific training areas with partner/other instructor/advisor

Give temporary control of minor individual and/or company/class rewards to recruit petty officers/student leaders

Delegate more authority to recruit petty officers/selected students based on readiness for greater responsibility and policy limits

Divide training load with partner/other staff member on the basis of training area (e.g., barracks, counseling, technical instruction)

Monitoring Results
(Checking unit progress by seeking information regarding progress or by direct observation, checking on results of own and subordinates' actions, evaluating individual and unit performance against a standard of performance.)

Maintain Control of Assigned Unit
(Elicit desired unit behavior through use of authority to reward and discipline and otherwise maintain accountability for subordinate performance.)

Give temporary control of minor individual and/or company/class discipline to recruit petty officer(s)/selected leader(s)

Analyze feedback on company/class progress

Inspect recruit/student progress in the interval between competitive/regular inspections

Watch recruit/student behavior in order to anticipate problems before they happen/occur

Compare progress of assigned company/class to command standards

Enforce regulations

Maintain accountability; ensure that all necessary tasks are performed

Discipline recruits/students

Recognize early cues (e.g., low inspection scores, students taking over class discussion) that control of the company/class is slipping

Award specific privileges to recruits/students based on meeting certain definite standards

"Bend over backward" to reward a good job

Make official recommendations for recognition of exemplary recruits/students

Tell recruits/students when pleased with their performance

Tighten company/class discipline when control is perceived to be slipping

Under unusual conditions, sometimes exceed limits of authority in order to deal strongly with undesirable recruit/student behavior

Influencing
(Persuading and convincing others up, across, and down the chain-of-command concerning matters required to accomplish company/class goals, using military bearing, position, and rank as a role model to subordinates, peers, and seniors.)

Developing Subordinates
(Coaching subordinates toward improved performance, helping subordinates to be more responsible in getting the job done at a quality standard.)

Team Building
(Promoting team work and cooperation within your own company/class or with other units.)

Let the company as a whole know how well it is doing in training

Set an example for assigned recruits/students in military appearance

Motivate assigned recruits/students to do what is wanted without exceeding the limits of one's authority

Devise rewards and disciplinary procedures which are within the limits of authority

Encourage recruits/students to relate their problems

Project one's voice in order to be heard

Make an effort to maintain a good attitude about recruits/students

Show the recruits/students their leader can do what he/she tells them to do

Give recruits/students individual instruction

Double check to ensure that a recruit/student thoroughly understands assigned duties

Give top recruits/students additional leadership responsibilities as training progresses

Followup on assigned duties to see that the job is done satisfactorily

Tell recruits/students when they are doing a good job

Analyze the company's ability to make a good team

Check strengths and weaknesses of individuals to see how to best fit them into the "group" effort

Encourage recruits to take part in sports activities

Encourage recruits to compete with recruits in other companies

Projecting Realistic Expectations
(Maintaining an awareness that some instructions will not be followed or carried out effectively; expressing displeasure, disappointment, and concern about shortcomings of an individual or group.)

Understanding
(Accepts the feelings of another person, responds to persons appropriately in order to get the job done, figures out other people's difficulties with rational explanation.)

Encourage recruits/students to work together and help their buddies who are less capable

Teach sections/watch sections/company to try to solve its problems before coming to the company commander/instructor

Assign projects (duties) to small groups and let group leader assign responsibility

Let company pretty much run itself when it is doing a good job

Tell "sea stories"

Evaluate strengths and weaknesses of recruits/students in determining one's own expectations for the company/class

Remind oneself that recruits/students are just adolescents

Remind recruits/students of negative consequences if they fail inspections

Recognize that some companies/classes cannot score the highest

Attempt to see the recruit's/student's viewpoint in settling disputes

Advise recruits/students concerning their perceived shortcomings in the Navy and what can be done to work within the system to improve things or to cope with reality

Change one's viewpoint after considering the recruit's/student's viewpoint

Change one's way of doing something when other company commanders/instructors/staff members show me a better way

Explain future hardships of training/Navy life to recruits/students and tell them the difficulties they will encounter

Conceptualizing
(Thinking critically, thinking clearly, searching for and identifying relevant facts, organizing facts, and drawing conclusions.)

Advising and Counseling
(Advising: Giving specific information/guidance to others about opportunities, alternatives, or recommended courses of action that will help solve their problem, understanding legal limits of responsibility for consequences of advice. Counseling: Helping subordinates explore, better understand, and possibly find solutions for a problem: keeping one's own preferences secondary while a subordinate takes care of his/her problem.)

Admit one's own mistakes and explain why they happened

Analyze recruits'/students' mistakes and give constructive criticism

Restrict criticism to what can be used constructively

Plan work out step by step before proceeding

Keep notes on "lessons learned" to help when similar problems arise in future companies/classes

Recognize when stress may be clouding thinking (e.g., personal/family problems, not enough rest, pent up frustration)

Take practical steps (e.g., turn over company/class to another company commander/instructor, take a walk, talk to division officer) to clear up or prevent "muddied" thinking

Assess recruits'/students' personal problems and give advice concerning best solution(s)

Give advice to less experienced company commander/ instructor

Set aside temporarily some aspects of company commander's/ instructors role as an authority figure and talk to a recruit/student as one adult to another

Listen to and empathize with recruits/students concerning personal problems with limited advice giving

Approach a recruit/student when it is sensed she or he has a problem

Determine whether a recruit's/student's problem is serious enough to need one's attention

Conduct discussions with groups of recruits/students having similar problems

Helping
(Making time available to talk to subordinates, "fighting" for your people, assessing the nature of subordinates' problems and making appropriate disposition.)

Refer recruits/students to other counselors (e.g., chaplain, psychologist)

Give advice to other company commanders/instructors

"Sense" when a recruit/student has a problem

Distinguish which incidents to pay attention to and which ones are unimportant

Make time for recruits/students to discuss their problems

Hear the recruit/student through before starting to give advice

"Sense" when there is some problem affecting company/class performance

"Go to bat" for your people when they need backing up

Resolving Conflicts
(Helping subordinates, as well as peers, resolve disputes/ conflicts/behavior problems to a successful resolution so that both parties are relatively satisfied.)

Attempt to see the recruit's/student's viewpoint in settling disputes

Negotiate conflicts between recruits/students

Compromise and/or negotiate with one's partner or other instructors

Compelling
(Using the authority inherent in military rank to point out negative consequences of non-performance or substandard performance in order to feel assured about subordinate performance/obedience.)

Teach recruits/students not to question orders or seniors' intentions

Make it plain to recruits/students what the consequences are for disobeying one's orders

Persuade recruits/students to see things my way

Use extra tough inspections to set the tone for unit discipline

Projecting Positive Expectations
(Showing subordinates that you are convinced they are fully capable of doing good work when given a chance, expressing positive feelings about other people's work, treating subordinates so that they believe you need them and that they are a valuable resource.)

Tell students "You can make it through"

Encourage class in its competition for flags

Offer rewards for desirable performance

Treat students as one would want to be treated if positions were reversed

Treat students like adults.

APPENDIX N

RESULTS OF STATISTICAL CALCULATIONS REQUIRED FOR REGRESSION ANALYSES OF PERFORMANCE LEVEL/GENDER ON COMPETENCIES FOR RECRUIT COMPANY COMMANDERS AND "A" SCHOOL INSTRUCTORS

This appendix consists of tables N-1 through N-6. Tables N-1 through N-4 present the competencies resulting from regression analyses of performance on competencies for groups of RCCs. Tables N-5 and N-6 contain the competencies resulting from regression analyses of gender on competencies. Because of the way in which gender was coded, a negative relationship between gender and a competency in tables N-5 and N-6 indicates that women perform that competency more frequently, while a positive relationship indicates that men perform that competency more frequently.

TABLE N-1. STEPWISE REGRESSION OF PERFORMANCE ON COMPETENCIES FOR RCCs

Competencies	BETA	t	SIG
Monitoring Results	.14	2.2	.03
Delegating Authority	-.15	2.4	.02
Taking Initiative	.14	2.3	.02

N = 281
R^2 = .05
F = 4.4, df = 3, 277, Sig = .005

TABLE N-2. STEPWISE REGRESSION OF PERFORMANCE ON COMPETENCIES FOR "A" SCHOOL INSTRUCTORS

Competencies	BETA	t	SIG
Planning and Organizing	.24	2.5	.03

N = 89
R^2 = .05
F = 4.9, df = 1, 82, Sig = .03

TABLE N-3. STEPWISE REGRESSION OF PERFORMANCE ON COMPETENCIES FOR MEN RCCs

Competencies	BETA	t	SIG
Taking Initiative	0.25	3.2	.002
Delegating Authority	-0.19	-2.3	.002
Conceptualizing	0.26	3.0	.003
Understanding	-0.25	-2.7	.008

N = 172
R^2 = .12
F = 5.7, df = 4, 167, Sig = .002

TABLE N-4. STEPWISE REGRESSION OF PERFORMANCE ON COMPETENCIES FOR WOMEN RCCs

Competencies	BETA	t	SIG
Monitoring Results	.19	1.9	.05

N = 106
R^2 = .04
F = 3.8, df = 1, 104, Sig = .05

TABLE N-5. STEPWISE REGRESSION OF GENDER ON COMPETENCIES FOR ALL RCCs

Competencies	BETA	t	SIG
Planning and Organizing	-.30	-4.5	.0001
Team Building	.35	5.0	.0001
Conceptualizing	.27	3.9	.0001
Developing Subordinates	-.20	-2.8	.005
Delegating Authority	-.19	-2.3	.002

N = 281
R^2 = .18
F = 11.8, df = 5, 275, Sig = .0001

TABLE N-6. STEPWISE REGRESSION OF GENDER ON COMPETENCIES FOR SUPERIOR RCCs

Competencies	BETA	t	SIG
Planning and Organizing	-.31	-2.3	.03
Conceptualizing	.50	3.3	.00
Developing Subordinates	-.37	-2.4	.02

N = 43
R^2 = .31
F = 5.9, df = 3, 39, Sig = .002

APPENDIX O

RESPONSES TO ATTITUDINAL/BEHAVIORAL STATEMENTS BY LEVEL OF PERFORMANCE, GENDER, AND LPO/LCPO LMET COURSE COMPLETION

Table O-1 contains the responses of RCCs and "A" School instructors to attitude/behavioral statements in section IV of the Recruit Company Commander and "A" School Instructor Leadership Course Development Survey. Data are presented by performance level and gender. Responses are also presented on the basis of previous completion of an LPO/LCPO LMET course. Entries are mean scores on a scale with values from 1 to 5. In all three comparisons, significance of differences between each group was determined by an analysis of variance with the level of significance required at the .05 level.

TABLE O-1. MEAN SCALE RESPONSES TO ATTITUDINAL/BEHAVIORAL STATEMENTS BASED ON LEVEL OF PERFORMANCE, GENDER AND LPO/LCPO LMET COURSE COMPLETION

	Statements		Below Average Performers Average Performers Superior Performers		Women1 Men	LPO/LCPO LMET Nongraduates Graduates	
			RCC	Inst		RCC	Inst
1.	I am usually satified with how I lead my company in order to achieve success in competition	(R)[2] (1)[3]	3.8* 4.2 4.6	3.9 4.3 4.5	4.1 4.2	4.1* 4.4	4.3 4.3
2.	I can work comfortably in a "competitive and cooperative" environment with other company commanders	(R) (2)	3.8* 4.2 4.6	4.2 4.2 4.3	4.0* 4.3	4.1* 4.5	4.1 4.3
3.	I am willing to "stick my neck out" for my recruits	(R) (3)	3.2 3.3 3.5	3.7 3.9 3.8	3.5* 3.2	3.3 3.3	3.9 4.1
4.	Physical "handling" of a recruit is sometimes unavoidable	(R) (4)	3.6 3.6 3.6	1.8 2.5 2.1	3.9* 3.4	3.6 3.5	2.3 2.7
5.	My behavior is a good model for my recruits to follow	(R) (5)	4.2* 4.4 4.6	4.5 4.1 4.5	4.4 4.4	4.3* 4.6	4.3 4.3
6.	There are times when I find it impossible to control my emotions around recruits	(R) (6)	3.5 3.5 3.7	2.2 2.1 1.8	3.5 3.5	3.5 3.6	2.1 2.3
7.	It is sometimes very difficult to devote my full attention to my work because of family problems	(R) (7)	3.5* 3.9 4.0	2.3 2.2 1.6	4.0 3.8	3.8* 4.2	1.8 2.2
8.	I am comfortable when talking to large groups of recruits	(R) (8)	4.0* 4.4 4.6	3.9 3.9 4.4	4.3 4.4	4.3* 4.6	3.9 4.2
9.	Admonishing recruits is sometimes an unfortunate necessity	(R) (9)	3.6 3.6 3.7	3.4 3.7 4.0	3.6 3.5	3.6 3.8	3.5 4.1
10.	My attitude is as good as or better than most RCCs at this command	(D)[4]	3.7* 4.2 4.6		4.2 4.1	4.1 4.3	
11.	Each new recruit is an important "Navy person" and I tell her/him so right off	(R) (10)	4.0 4.0 4.2	3.6 3.5 3.6	3.9 4.1	3.9* 4.3	3.6 3.3

1 Data separated by gender for RCCs only
2 "R" indicates this statement was revised slightly for survey administration to "A" School instructor
3 "A" School instructor version survey item number, see appendix C for actual wording
4 "D" indicates this statement was deleted from the "A" School instructor version
* Significant difference $p \leq .05$

TABLE O-1. MEAN SCALE RESPONSES TO ATTITUDINAL/BEHAVIORAL STATEMENTS BASED ON LEVEL OF PERFORMANCE, GENDER AND LPO/LCPO LMET COURSE COMPLETION (continued)

Statements		Below Average Performers Average Performers Superior Performers		Women Men	LPO/LCPO LMET Nongraduates Graduates	
		RCC	Inst		RCC	Inst
12. I get upset when things don't go as planned		2.9 2.8 2.6	2.5 2.1 1.5	2.8 2.8	2.9 2.7	2.0 2.3
13. I reward my company for good performance every chance I get	(R) (12)	3.9 4.0 4.2	3.6 3.6 3.7	3.8 4.0	3.8* 4.1	3.7 3.4
14. I often find it necessary to make changes in my daily schedule		3.7 3.7 4.6	3.2 3.6 3.8	3.9 3.7	3.8 3.7	3.4 3.8
15. It is often necessary for me to explain directions to recruits more than once	(R) (14)	4.1 4.1 4.1	2.8* 3.8 4.0	4.0* 4.2	4.1 4.0	3.5 3.5
16. I may respond differently to the same behavior depending upon the individual		3.7 3.7 3.8	3.4 3.7 3.6	3.8 3.7	3.8 3.7	3.5 3.7
17. In general, my partner and I are equally responsible for the successful training of our company	(R) (15)	4.4 4.4 4.2	3.6 3.7 4.3	4.3 4.4	4.3 4.4	3.6 3.7
18. I don't hesitate to do a task myself if the recruit can't do it	(R) (16)	3.5* 3.8 4.3	2.1 2.0 1.6	3.9 3.8	3.8 4.0	2.0 1.6
19. By the time she/he graduates, recruits have been trained to take full responsibility for their actions as Navy people	(R) (17)	3.6 3.6 3.7	3.3 2.7 3.0	3.8* 3.5	3.5 3.6	3.1 2.6
20. I am generally comfortable when I leave my partner in charge in my absence	(R) (18)	4.1 4.0 3.9	3.4 3.5 3.5	3.9 4.1	4.0 4.2	3.7 3.5

*Significant difference $p \leq .05$

TABLE O-1. MEAN SCALE RESPONSES TO ATTITUDINAL/BEHAVIORAL STATEMENTS BASED ON LEVEL OF PERFORMANCE, GENDER AND LPO/LCPO LMET COURSE COMPLETION (continued)

Statements		Below Average Performers Average Performers Superior Performers		Women Men	LPO/LCPO LMET Nongraduates Graduates	
		RCC	Inst		RCC	Inst
21. RCPOs have too much authority for their experience level	(R) (19)	2.2 2.1 2.0	2.4 2.2 2.2	2.0 2.0	2.2* 1.8	2.1 2.2
22. I have enough authority to do my job		2.9* 3.2 3.7	3.2 3.8 3.8	3.2 3 3	3.2 3.4	3.7 3.7
23. I am successful at finding ways to reward recruits for doing a good job	(R) (49)	4.2* 4.2 4.4	3.5 3.7 3.9	4.1 4.2	4.1* 4.4	3.7 3.6
24. Shipmates (staff and/or recruits) usually take my advice	(R) (21)	3.7* 3.7 4.0	4.0 3.9 4.2	3.7* 3.8	3.7* 3.9	4.0 4.1
25. Shipmates (staff and/or recruits) frequently ask for my advice	(D)	3.6* 3.6 4.2		3.7 3.7	3.7 3.8	
26. Recruits don't hesitate to come to me with problems	(R) (22)	4.1 4.0 4.0	4.0 4.1 4.1	4.0 4.0	3.9* 4.2	4.0 4.2
27. Generally, I don't care about the quality of recruits; I can train them	(R) (23)	2.7* 2.9 3.5	3.3 3.0 2.6	2.9 3.0	2.9 3.2	2.9 2.8
28. I usually treat recruits like adults	(R) (24)	4.0 3.9 4.1	4.2 4.1 4.2	4.0 4.0	3.9 4.0	4.2 3.9
29. I always strive for flag awards	(R) (25)	2.5* 3.0 3.5	2.1 2.7 2.5	2.8 3.1	2.9* 3.3	2.6 2.6
30. The quality of recruits isn't what it used to be	(R) (26)	2.5 2.7 3.0	3.2 3.4 3.5	2.4* 2.9	2.7 2.8	3.4 3.2

*Significant difference $p \leq .05$

TABLE O-1. MEAN SCALE RESPONSES TO ATTITUDINAL/BEHAVIORAL STATEMENTS BASED ON LEVEL OF PERFORMANCE, GENDER AND LPO/LCPO LMET COURSE COMPLETION (continued)

Statements		Below Average Performers Average Performers Superior Performers		Women Men	LPO/LCPO LMET Nongraduates Graduates	
		RCC	Inst		RCC	Inst
31. I've gotten into difficulty as a RCC because of decisions I have made	(D)	3.2* 3.4 3.9		3.4 3.5	3.4 3.5	
32. Emotions sometimes get in the way of my handling problems	(R) (27)	3.9 4.0 4.2	2.1 2.1 1.5	4.0 4.0	4.0 4.1	2.0 2.1
33. Sometimes I'm too tired on the job to think clearly before I act	(R) (28)	2.9* 3.1 3.6	2.2 2.1 1.9	3.2 3.1	3.1 3.3	2.1* 2.2
34. I think my command presence is an important tool in recruit training	(R) (29)	3.6* 4.0 4.0	3.7 3.7 4.1	3.8 4.0	3.9* 4.1	3.8 3.8
35. Recruits understand my directions without needing to be told more than once	(R) (30)	2.8 3.0 2.9	3.6 3.1 3.2	3.0 2.9	2.9 3.1	3.4 3.5
36. When I first came here my command presence needed polishing		2.5* 2.9 3.4	3.1 3.1 3.5	3.0 2.9	2.9* 3.2	3.2 3.3
37. My own feeling of self-confidence affects how successful my recruits are	(R) (31)	4.1* 4.3 4.6	4.1 4.3 4.1	4.3 4.3	4.3 4.4	4.1 4.1
38. I am the first to discipline my people if they make a mistake		4.3 4.2 4.4	3.9 3.9 4.4	4.3 4.2	4.2 4.4	4.0 3.7
39. My word is the last word when recruits can't get along	(R) (33)	3.8 4.0 4.0	3.5 3.6	4.0 4.0	4.0 4.2	3.6 3.8
40. Sometimes other RCCs come to me to help them solve their conflicts with their superiors	(R) (34)	2.8 3.0 3.3	3.1 3.3 3.5	3.1 3.0	3.0 3.2	3.2 3.6

*Significant difference $p \leq .05$

TABLE O-1. MEAN SCALE RESPONSES TO ATTITUDINAL/BEHAVIORAL STATEMENTS BASED ON LEVEL OF PERFORMANCE, GENDER AND LPO/LCPO LMET COURSE COMPLETION (continued)

Statements		Below Average Performers Average Performers Superior Performers		Women Men	LPO/LCPO LMET Nongraduates Graduates	
		RCC	Inst		RCC	Inst
41. Most problems will solve themselves, if you give them time		3.5 3.6 3.8	2.4 2.1 2.4	3.5 3.6	3.5 3.7	2.3 1.9
42. Recruits might lose their tempers if I force them to talk out their differences with each other; therefore, I usually let things alone for awhile	(R) (36)	4.0 4.1 4.0	2.3 2.2 2.5	4.0 4.1	4.0 4.2	2.4 2.1
43. You generally have to give more consideration to women recruits because women are more emotional	(R) (37)	3.7 3.8 3.8	2.1 2.4 2.5	4.1* 3.6	3.8 4.0	2.2 2.5
44. Off duty social interaction between staff members and recruits (of a personal nature) should not affect training and/or discipline	(R) (38)	3.3 3.6 3.9	2.5 3.6 2.8	3.8* 3.4	3.6 3.4	3.2 2.8
45. Staff member's occasionally doing some of a slow recruit's work for him/her does not appreciably affect training and/or discipline	(R) (39)	4.2 4.2 4.2	1.9 1.8 1.9	4.3 4.1	4.2 4.3	2.1* 1.6
46. I can express my pleasure/displeasure with a recruit's behavior and still maintain my professionalism	(R) (40)	4.2 4.3 4.4	4.2 4.3 4.0	4.3 4.3	4.3 4.4	4.2 4.3
47. It is unprofessional to let a recruit know you are pleased with his success by such behavior as slapping him/her on the back or showing excitement	(R) (41)	3.6 3.4 3.6	4.2 4.3 4.0	3.4 3.6	3.4 3.6	4.2 4.3
48. My recruits know I will support them no matter what	(R) (42)	3.6 3.4 3.3	2.9 3.3 2.7	3.6 3.4	3.4 3.6	3.2 3.1

*Significant difference $p \leq .05$

TABLE O-1. MEAN SCALE RESPONSES TO ATTITUDINAL/BEHAVIORAL STATEMENTS BASED ON LEVEL OF PERFORMANCE, GENDER AND LPO/LCPO LMET COURSE COMPLETION (continued)

Statements		Below Average Performers Average Performers Superior Performers		Women Men	LPO/LCPO LMET Nongraduates Graduates	
		RCC	Inst		RCC	Inst
49. I don't tolerate recruits questioning my orders or intentions	(R) (43)	3.7 3.7 3.7	3.1 3.1 3.6	3.7 3.7	3.7 3.6	3.2 3.2
50. I usually can persuade recruits to see things my way	(R) (44)	3.8* 3.9 4.2	3.5 3.8 3.7	3.9 4.0	3.9 4.1	3.8 3.6
51. Male recruits sometimes misinterpret female RCCs' professional attention/help/discipline as personal friendship/interest	(R) (45)	2.6* 2.7 2.7	2.9 2.9 2.6	2.4 2.6	2.6 2.6	2.9 2.8
52. "Stand Tall" inspections are important in the training of recruits	(R) (46)	3.0 3.1 3.0	3.6 3.6 3.6	2.9 3.2	3.1 3.1	3.5 3.8
53. RMAAs have too much authority for their experience level	(R) (47)	2.1 2.1 1.7	2.6 2.3 2.1	2.1 2.0	2.1* 1.8	2.3 2.3

*Significant difference $p \leq .05$

APPENDIX P

RECRUIT COMPANY COMMANDER AND "A" SCHOOL INSTRUCTOR COMMUNICATION PATTERNS ANALYSIS

This appendix presents five groups of personnel with whom RCCs/instructors communicate. Within each group of these personnel, RCCs/instructors report similar frequencies of communication, as determined by principal components factor analysis. Table P-1 presents the compositions of these groups for both RCCs and "A" school instructors.

The correlations between an RCC/instructor's frequency of communication with these groups and the performance of RCCs/instructors, gender of RCCs, and prior LMET attendance are shown in table P-2. Positive correlations are associated with higher performance levels, male gender and prior LMET course completion. None of the correlations are statistically significant at the $p \leq .05$ level.

TABLE P-1. COMPOSITION OF FREQUENCY OF COMMUNICATION FACTORIAL GROUPS FOR RCCs AND "A" SCHOOL INSTRUCTORS

	TYPE INSTRUCTOR	
Communications Factorial Group	RCC	"A" School Instructor
A	Commanding Officer Executive Officer Military Training Officer Assistant Military Training Officer	Commanding Officer Executive Officer Command Master Chief
B	Division Officer Division Leading Chief Petty Officer Other Division Staff Members Partner CC Other CCs	Training Officer School Director Division Officer Division Staff Personnel
C	Command Master Chief Chaplain Psychologist Human Resource Management Counselor Red Cross Representatives	Chaplain Medical Personnel Dental Personnel Psychiatrist/ Psychologist Red Cross Representative Human Resource Management Counselor
D	Medical Personnel Dental Personnel	Other Instructors Students
E	Basic Military Training Officer Testing Personnel Instructors	Department Level Staff Administrative Personnel Career Counselor

TABLE P-2. CORRELATION OF FREQUENCY OF COMMUNCIATION AND RCC/"A" SCHOOL INSTRUCTOR COMPARISON GROUPS AND COMMUNICATIONS FACTORIAL GROUPS

Communications Factorial Group	Comparison Groups		
	Performance Level	Gender	LPO/LCPO LMET Completion
	RCC/Instructor	RCC	RCC/Instructor
A	-.04/.01	.01	.05/-.11
B	-.10/-.08	-.10	.11/-.16
C	-.05/-.02	-.10	.09/-.09
D	-.03/-.01	-.07	.09/-.15
E	-.05/-.04	-.12	-.03/-.02

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